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THROUGH WHOSE EYES SHOULD WE VIEW THE ABORIGINE?



GRADE 7

PEOPLE AND THEIR CULTURE

TOPIC B

CASE STUDIES OF NON-INDUSTRIAL SOCIETIES

THROUGH WHOLE EYES
THE WORLD
THE WORLD



PREFACE

This Teaching Unit has been prepared as part of a project to ensure that all topics prescribed in the 1981 Alberta Social Studies Curriculum are accompanied by high quality instructional units for use by Alberta teachers. The project in question attempted to build on the experiences of the Phase One Teaching Units Project and Kanata Kits Project, but differed from the preceding projects in two important respects. First, greater involvement was obtained in the development stage of this project from practising teachers. Second, pilot teachers were given more responsibility to assist with the processes of revision and refinement.

Like the instructional materials prepared under the previous projects, this Teaching Unit is not prescriptive or mandatory. It attempts to illustrate one way that the Alberta "process of social inquiry" can be structured, and teachers must judge which, if any, of the strategies outlined are helpful to them in their own planning.

To the persons who assisted with the development of this unit, and whose names appear on the Acknowledgements page, Alberta Education extends appreciation and sincere thanks.

Frank Crowther
Associate Director of Curriculum
(Social Studies)

A WORD FROM THE DEVELOPERS

This unit was prepared by three educators in the County of Wetaskiwin No. 10 with a view to providing Grade 7 students with cultural sensitivities and understandings that are very important, but intangible. It was decided that a teaching method that enables students to simulate life as it has been lived by a non-industrial people would be the most suitable pedagogical approach for such an abstract goal. The developers have tried to capture this mode where possible throughout the unit and have, at the same time, borne in mind the requirements of Topic 7B of the 1981 Social Studies Curriculum.

Included within this unit are a number of "challenges". These exercises have a dual purpose: they are meant to enrich the content of the unit and at the same time provide individual students with an opportunity to go beyond the normal requirements of this study. The title for these exercises was carefully chosen: the exercises are challenges, and it is hoped they will lead many students into new and exciting areas of interest. It is suggested that all students complete at least one challenge during the unit.

The writers of this unit hope that teachers and students alike will find this unit exciting and enjoyable, both in content and approach. Their ultimate aim was to motivate junior high students to become totally immersed in the study of the Australian Aborigines, as a means to developing sensitivities toward the non-industrial people of the world. As such, the unit supports the idea of "global education" by encouraging students to begin to develop commitment to world citizenship.

Wayne Harlton
Hel Kluczny
Jim McLoughlin

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The Sunday Times "Defiant Tribesman Oust Oil-drillers From Holy Site",
April 6, 1981

The Times "Inquiry Will Try To Do Justice To Aboriginal Law",
March 16, 1981
"Aborigines Demand More Than Offered", March 27, 1981

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UNIT GOALS

1. To help students develop and refine a process from which to study the cultures of non-industrial societies today and to examine issues pertaining to them.
2. To help students acquire a sense of "world citizenship", based on a view of human nature which is cross-cultural and free of cultural bias.
3. To allow the teacher to act as guide and facilitator in the classroom, so as to encourage the students to develop and use an inquiry approach to learning.
4. To provide students with insights into "cultural inquiry" that will be useful in subsequent considerations (Topic 7C) of "Canada: A Multicultural Society".



UNIT OBJECTIVES

A. Value Objectives

1. Students will develop an understanding of human values by:
 - ° identifying certain cultural values that are central to the Australian Aborigines' way of life.
 - ° defining what is meant by "ethnocentric" and "empathetic" perspectives, and relating this to the society studied.
2. Students will develop competencies in valuing by:
 - ° analyzing values and by studying the consequences of value perspectives on the Australian Aborigines' society, both in the past and present.
 - ° engaging in moral reasoning, by analyzing contacts between the Australian Aborigines and Western technological societies.
3. Students will develop:
 - ° empathy for people in non-industrial societies, whose original way of life is threatened by the modern world.
 - ° respect for evidence that is gained through open-minded and ethical inquiry.



B. Knowledge Objectives

Students will gain understandings of the following generalizations, concepts and data.

1. Generalization:

One's "frame of reference" influences what is perceived, and how it is perceived, in the study of another culture.

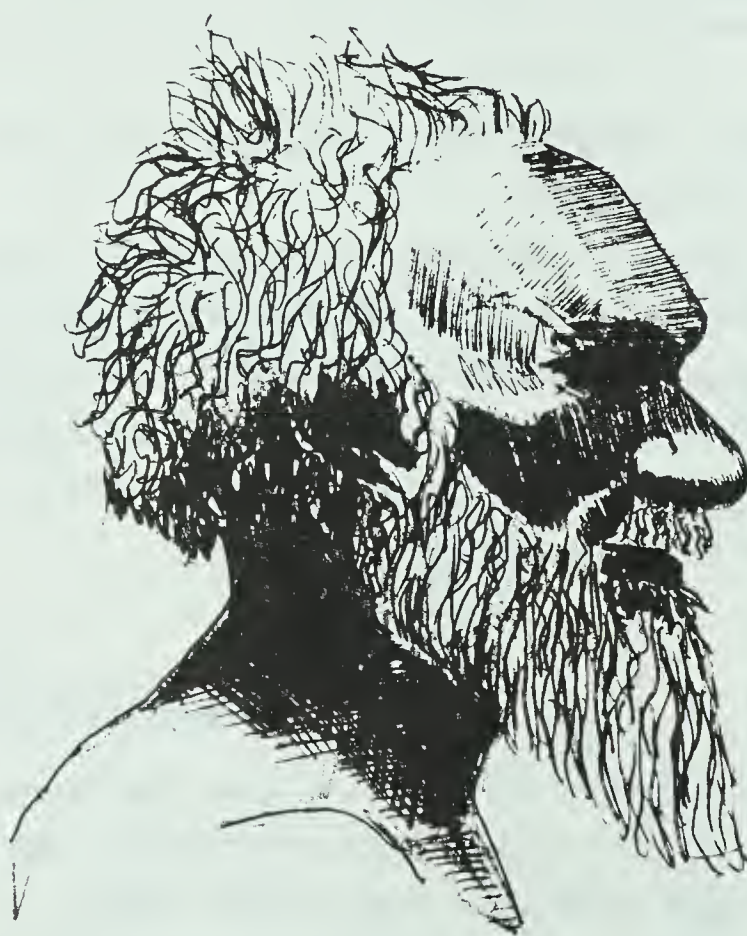
2. Concepts:

- ° Frame of Reference - define "frame of reference" by referring, through example, to the students' culture and the Aborigines' culture.
- ° Environment - describe the geographical environment of the Australian Aborigines.
- ° Cultural Contact - describe, through role-playing, the contacts made between Western society and the Australian Aborigines.
- ° Social Change - demonstrate the changes that have occurred in the Aborigines' culture since the settlement of Australia by Europeans.
- ° Non-industrial - define "non-industrial" through the use of examples from the Australian Aborigines' culture.

3. Data:

- ° physical environment of the Australian Aborigines.
- ° relationship between the natural environment and the ways in which the Australian Aborigines satisfy their needs.
- ° social, political and economic patterns in the culture of the Australian Aborigines.

- ° some important norms and values of the Australian Aborigines' culture.
- ° some limitations of the "scientific method" when inquiring into a non-industrial culture.
- ° the impact that Western technological society has had on the Aborigines' society and culture.
- ° the impact that missionaries, anthropologists, etc., have had on the Australian Aborigines' culture.
- ° what is being done today to respond to harmful effects of cultural contact on the Australian Aborigines' way of life.
- ° some basic features of the continent of Australia.



C. Skill Objectives



1. Inquiry Skills

Skill Area I - To focus on the issue by describing several frames of reference for viewing the Australian Aborigines' culture, and summarizing these into a social issue for inquiry.

Skill Area II - To establish research questions based upon an exploration of the cultural patterns listed below:

- ° survival
- ° technology
- ° belief system
- ° education/socialization
- ° art/language
- ° recreation/celebration
- ° role and kinship
- ° courtship and marriage
- ° political and social organization

Skill Area III - To gather and organize the data relative to the cultural patterns by:

- ° drawing and interpreting maps of Australia.
- ° using a text to identify and research the cultural patterns of the Australian Aborigines.
- ° constructing a diorama or mural to show the Australian Aborigines' use of their immediate space and surrounding natural environment.
- ° making and examining artifacts in order to illustrate the methods of construction and the importance of certain tools and weapons (e.g. spear thrower) in the Australian Aborigines' culture.
- ° viewing Australian Aborigines' paintings in order to explore their art subjects and techniques.
- ° completing data-gathering charts of comparison and contrast, organized according to the framework of questions developed for the study.

Skill Area IV - To analyze data by estimating the impact of Western technological cultural contact on the Australian Aborigines' society.

- To evaluate data by assessing the "objectivity" of the content of the prescribed text.

Skill Area V - To synthesize data, by simulating a real life drama of interaction between the Australian Aborigines and modern aspects of Australian culture.

Skill Area VI - To resolve the issue by selecting from policy alternatives for the relationship of aboriginal and modern culture groups.

Skill Area VII - To apply the decision by testing its validity in a role reversal situation.

Skill Area VIII - To evaluate the process of inquiry by reflecting on ways that it influenced one's perspective on cultural issues.

2. Participation Skills

- ° Communicate effectively by making a formal presentation to the class on a selected topic related to the issue, using prepared notes in outline form.
- ° Interpret ideas and feelings of others by role-playing a situation in which culture contact has just been made between people from a non-industrial society and people from a Western technological society.
- ° Participate in group decision-making by assuming a specific role (e.g., leader, recorder, summarizer) in the preparation of a group presentation on the issue.
- ° Contribute to a "sense of community" by supporting class efforts to refine a model for culture study.



EVALUATION

The objectives of this unit, and the 'hands-on' nature of many of the activities in it, have led the authors to work out a formative evaluation device using a master check list, in addition to a summative evaluation activity at the end of the unit. The formative Evaluation Master Checklist (APPENDIX 1) and Index of Evaluation Checklist (APPENDIX 2) are found in the Appendices; however, the evaluation questions and checks are also listed at the end of each activity. The teacher, then, can record student progress on the Evaluation Master Checklist (APPENDIX 1) on a continuing basis. Several techniques for evaluation are suggested, including teacher observation, pupil conference, written assignments and the like. A summative Sample Final Test - 7B Unit (APPENDIX 3) is included in the Appendices, but it is felt that an on-going check on student progress will ensure fair evaluation based on the full range of the Social Studies objectives.



RESOURCES

A. PRESCRIBED RESOURCE

Luling, Virginia. Surviving Peoples - Aborigines. London: Macdonald Educational, 1979.

Prescribed text is available through the School Book Branch.
(Note: Text is referred to throughout as Aborigines)

B. SUGGESTED RESOURCES

1. Student References:

Birchall, Gary, et al. Australia the Sunburnt Country. Toronto: Fitzhenry & Whiteside Ltd., 1974.

Richards, Marie M., ed. The Aborigines of Central Australia. Boston: Allyn & Bacon Inc., 1970.

Kirman, Joseph M. Australia - Facts for Valuing. J.M. Dent & Sons (Canada) Ltd. 1971.

Burland, Cottie. Men Without Machines. New York: Natural History Press, 1969.

2. Teacher References:

Berndt, R.M., ed. Aborigines and Change - Australia in the 70's. Canberra: Australian Institute of Aboriginal Studies, 1977.

Breedan, Robert L., ed. Primitive Worlds - People Lost in Time. Washington, D.C.: National Geographic Society, 1973.

Henderson, Kenneth R., ed. From Earlier Fleets - An Aboriginal Anthology. Melbourne: Curriculum Development Centre, Aboriginal Arts Board, 1978.

Australian Information Service. The Australian Aborigines. Canberra: Australian Government Publishing Service, 1979.

3. Multi-Media Resources:

Colman, Warren, Script Editor. How to Study Cultures - A Unit of Study. (8 sound filmstrips) United Learning, 1979.
Distributed by Wintergreen Communications Ltd., Concord, Ontario.

FLOW CHART

AREAS OF INQUIRY	MATERIALS	*SUGGESTED TIME ALLOTMENT IN MINUTES	ACTIVITY AND TOPIC	FOCUS OF INQUIRY
I. Identify and Focus on the Issue	<u>Aborigines</u>	40	1 Establish understanding of "frame of reference"	How would you define a "frame of reference?"
	<u>Aborigines</u> 10 Role cards, Student Resources SR1	40	2 Role play to show multiple perspectives on the broad issue	Are people's reactions different because of their "frame of reference?"
	<u>Aborigines</u> 10 Role cards, SR1	60	3 Specific identification of issue for inquiry	Through whose eyes should we view the Aborigines?
II. Establish Research Questions and Procedures	<u>Aborigines</u>	40	4 Establish cultural patterns of the Australian Aborigines	What do we need to investigate in order to study culture?
			Ten cultural patterns: a) survival b) social organization c) education d) art/language e) role & kinship f) technology g) meaning system h) recreation/celebration	What questions must we ask in order to study the culture of the Australian Aborigines?

*The time allotments given in this flow chart are estimates only.

AREAS OF INQUIRY	MATERIALS	*SUGGESTED TIME ALLOTMENT IN MINUTES	ACTIVITY AND TOPIC	FOCUS OF INQUIRY
		40	5 Create a title page that illustrates the issue for inquiry	How can we represent, artistically, the issue for our study?
III. Gather and Organize Data	Aborigines Rainfall Master SR2 Climate Worksheet SR3	80	6 Geographic regions of Australia	What are some of the major geographic regions of Australia?
	Aborigines Climate Worksheet SR3	60	7 The Aborigines' physical environment	What are some major features of the Aborigines' natural environment?
	Aborigines Questions on the two Aborigine Calendars, SR4	40	8 Calendar of two Aborigine Tribes	How does the physical environment shape the way of life of the Aborigines?
		40	9 Construction of a diorama or mural	How can we represent, visually, the natural habitat of the Aborigines?

* The time allotments given in this flow chart are estimates only.

AREAS OF INQUIRY	MATERIALS	*SUGGESTED TIME ALLOTMENT IN MINUTES	ACTIVITY AND TOPIC	FOCUS OF INQUIRY
	<u>Aborigines</u> How Does He Use the Environment? SR5	40	10 Different perspectives on meeting basic needs in Aborigine society	How does the Aborigine's perspective differ from ours?
		40	11 Flora and Fauna of the Aborigines' Environment	How does the Aborigine use other forms of life to meet his needs?
	<u>Aborigines</u>	40	12 Technological patterns of Aborigine culture	What technology does the Aborigine use to meet his daily needs?
	<u>Aborigines</u>	100	13 "Sacred" aspects of Aborigine life - the concept of "animism".	What is "sacred" to the Aborigines? Can we relate to this?
	<u>Aborigines</u>	40	14 Kinship patterns in Aborigine life	What gives the Aborigine a "sense of belonging"?
	<u>Aborigines</u>	40	15 Socialization Patterns in Aborigine society	How do the Aborigines pass on their culture to their young people?

*The time allotments given in this flow chart are estimates only.

AREAS OF INQUIRY	MATERIALS	*SUGGESTED TIME ALLOTMENT IN MINUTES	ACTIVITY AND TOPIC	FOCUS OF INQUIRY
	<u>Aborigines</u>	40	16 Some Aborigine art forms	How do the Aborigines express their thoughts and feelings?
	<u>Aborigines</u>	40	17 Recreational patterns	How is "recreation" defined in the Aborigines' way of life?
	<u>Aborigines</u>	40	18) Individual roles in the Aborigines' culture	How were male/female, child/adult roles defined in the Aborigines' culture?
	<u>Aborigines</u>	60	19 Completion of the diorama	What could we add, for additional aesthetic effect and cultural validity?
IV. Analyze and Evaluate Data	<u>Aborigines</u>	40	20 The Aborigines in historical perspective	To what extent are the Aborigines' lifestyles as we have studied them an accurate assessment of their contemporary lives?
	Role Cards SR1	40	21 Assessing the data sources used in the research	What reliance can we place in the sources of our knowledge?

AREAS OF INQUIRY	MATERIALS	*SUGGESTED TIME ALLOTMENT IN MINUTES	ACTIVITY AND TOPIC	FOCUS OF INQUIRY
V. Synthesize Data	<u>Aborigines</u>	80	22 The impact of Western society on the Aborigines' culture	How would you "sum up" ways that modern Western culture has influenced the Aborigine's way of life?
	<u>Aborigines</u> Article, SR6	40	23 Confrontation at Noonkanbah	What can happen when people from different cultures confront a common problem?
	<u>Aborigines</u> Article, SR6	40	24 Noonkanbah: four months later	Can you predict the outcomes of an inter-cultural conflict?
VI. Resolve the Issue		40	25 Policy alternatives for the issue of aboriginal people in modern society	What policy proposals can we develop to respond to the issue?
VII. Apply the Decision	<u>Aborigines</u> Role Cards, SR1	40	26 Role play to test one's decision on the issue	What does my policy preference mean when applied to a specific situation?
	<u>Aborigines</u>	40	27 The Aborigine comments	How do I, the Aborigine, view the modern world?
VIII. Evaluate the Decision and Process	<u>Aborigines</u> Role Cards, SR1	40	28 Reflecting on the unit	What benefits have we gained from our inquiry?

*The time allotments given in this flow chart are estimates only.

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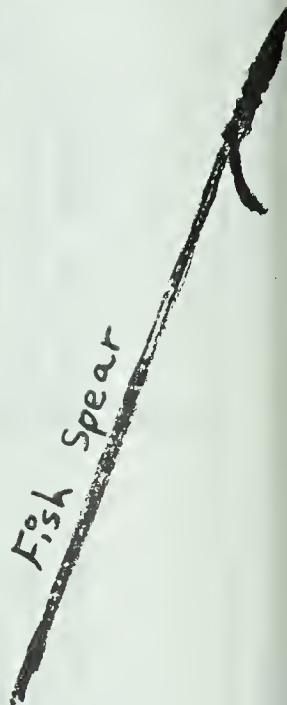
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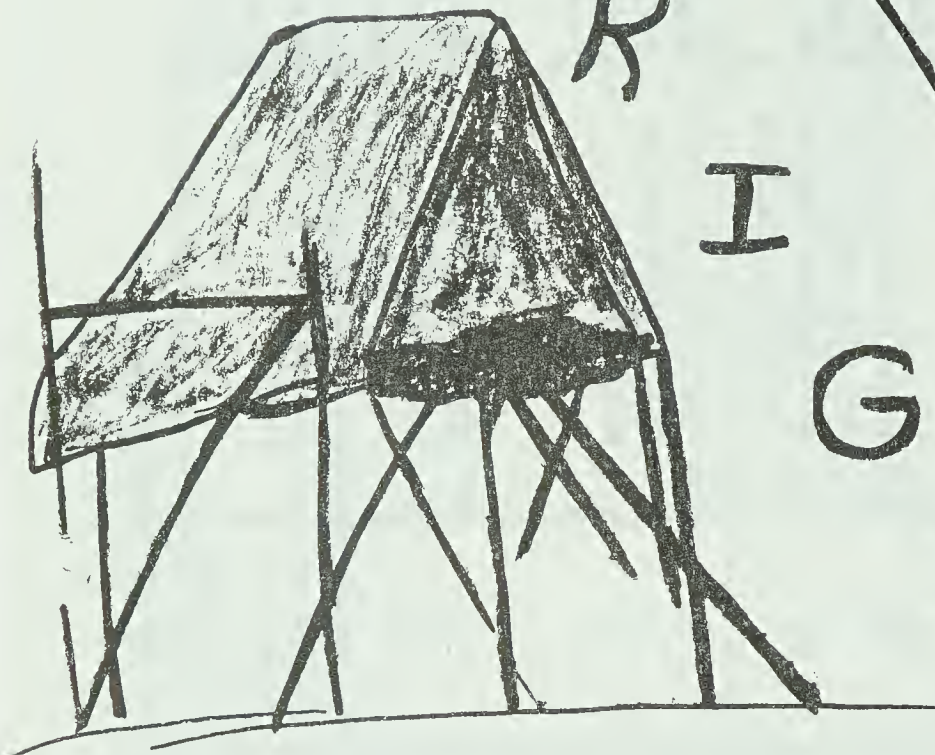
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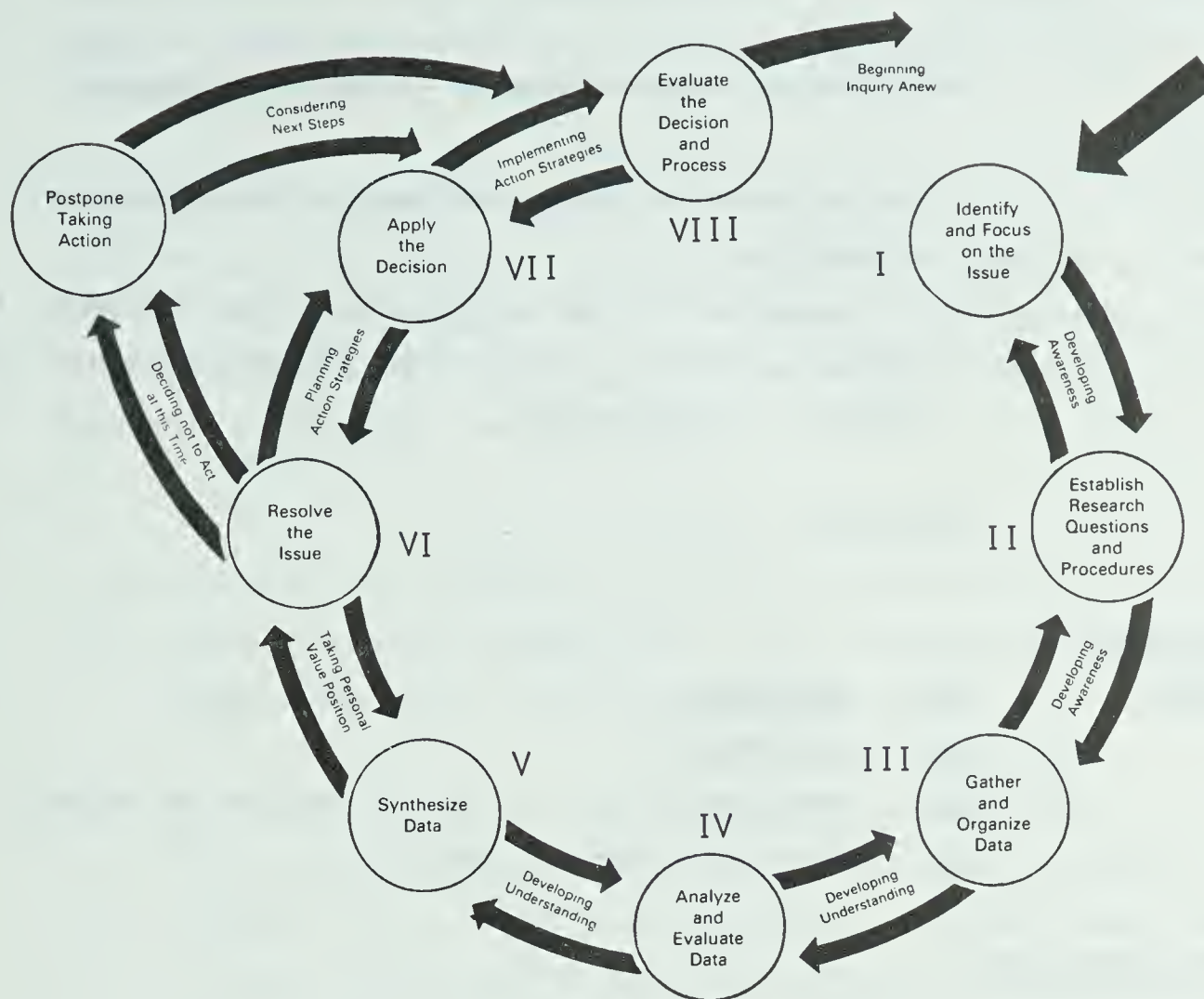
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I. IDENTIFY AND FOCUS ON THE ISSUE

ACTIVITY 1

TOPIC: Establishing understanding of "Frame of Reference".

INTENT:

- That students be able to define the term "frame of reference".
- That students will be introduced to the idea that, in examining culture, the concepts of "ethnocentrism" and "empathy" are important.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- (a) Aborigines
- (b) Chalkboard
- (c) Notebook, folder or file to be used by students
- (d) World wall map or globe

SUGGESTED PROCEDURE:

1. Distribute the books Surviving Peoples - Aborigines and have the students contemplate, silently, the photograph on the front cover. You might mention that some people would consider this a remarkable human portrait.
2. Explain to students that "Aborigine" means "first people" or "original people" (if they do not know this already).
3. Students and teacher react to the picture using the following questions to guide discussion. Have students record their responses on the first page of their notebook.

Examples of Questions to Guide Discussion

- A. What is the man in the photograph doing?
- B. What does this situation make you think about? How does it make you feel?

4. After students have been given time to study the photograph and responses have been recorded, share the responses in a whole group situation.

Summarize some student responses to the question either on the chalkboard, large chart, or overhead projector. Examples of some typical responses are given below. Students' responses could be kept, since an interesting comparison could be made with descriptions from a post-unit exercise of the same type.

* * * * *

* A. I see an Australian Aborigine. He is sitting on a kind of *
* ridge. His body is covered in mud and paint. *

* Tracey Peterson, Red Deer *

* Central Junior High School *

* I see an Aborigine sitting on a rock at a high altitude, *
* holding a stick in his hand and staring straight ahead. He *
* is painted white and he has long stringy hair. He has a *
* small container over his shoulder and a stick beside him. *

* Karen Breitkreitz, Red Deer *

* Central Junior High School *

* B. He could be 'talking' to his gods or may be just relaxing. *
* Or it could be some kind of a religious or endurance ritual. *

* Amber Brown, Red Deer *

* Central Junior High School *

* He is looking out for other tribes who might be trying to *
* attack him. He is a lookout. *

* Tracey Peterson, Red Deer *

* Central Junior High School *

* I think the Aborigine is either watching something or medi- *
* tating. He is doing this to protect something or else he *
* is just thinking. *

* Karen Breitkreitz, Red Deer *

* Central Junior High School *

* * * * *

5. During this writing exercise an opportunity might be taken to talk about aboriginal groups in the world. A world map or globe would be useful at this time. The following aboriginal (one of the first inhabitants of a country) groups named in Topic 7B could be identified:



- a) Australian Aborigines - Australia
- b) Tasaday - Philippines
- c) Bushmen - South West Africa
- d) Pygmies of the Ituri Forest - Zaire, Equatorial Africa

For teachers and students interested in global geography, this exercise could be extended to include preparation of a large wall map of the world, and identification on it of some non-industrial cultures.

6. Read aloud the responses and guide a discussion about what has been written on the chalkboard. This discussion should lead to a definition by the students of the term "frame of reference". The following sequence will help elicit the desired information:
- a) Have students point out some of their most similar and most different responses. Classify all statements as "Fact" or "Opinion".
 - b) Ask why there might be divergence of responses in looking at the same photograph. Answers might include: the questions were interpreted differently; some students knew more about the subject than did others; some students have a better eye for detail; some don't like writing about subjects that they don't understand; people are reminded of different things, depending on their experiences.
 - c) Point out that each of us has a "Frame of Reference" that influences the judgments we make about a subject. In studying other people, and trying to be sensitive to them, we should first of all be aware how important this is.
7. Ask students to create, in their notebooks, a personal definition for the term "Frame of Reference." Extend this, through discussion, to develop a class definition such as the following:

Frame of Reference:

The knowledge we have, from which we view the world around us and make judgments about it.

8. It is not viewed as essential that the concepts of "ethnocentrism" and "empathy" be used specifically. For teachers who wish to do so, it is suggested that students be asked to identify, from the chalkboard statements, one or two examples of each.

Ethnocentric - making judgments by assuming that one's own way of doing things is best, and without considering fully the merits and meaning of other ways of doing things.

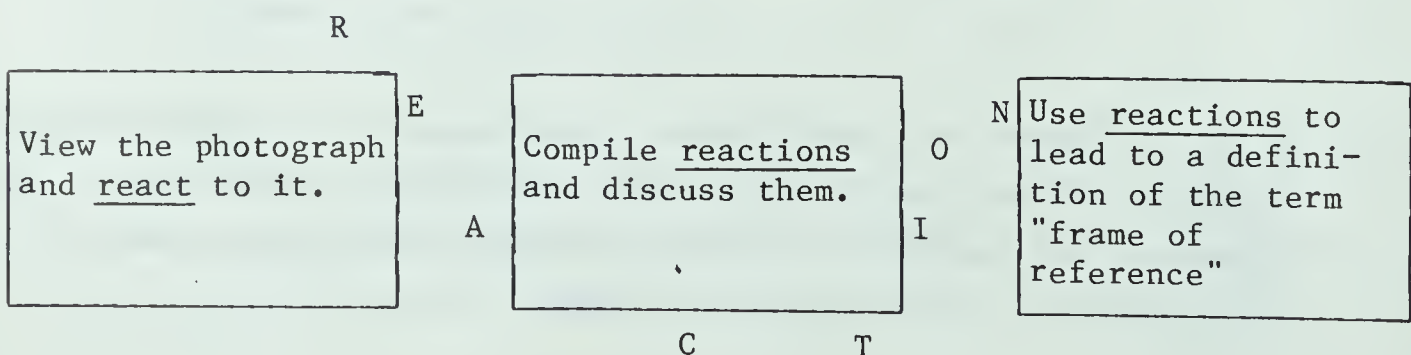
Empathy - making judgments that show a deep concern for the ways that other people think, act and believe; being aware that one's own way of doing things may not be "the only way" or "the best way."

9. Conclude the lesson by telling the students that in the next social studies class they will be given the opportunity to view the aboriginal man in the photograph from several "frames of reference" that are probably very different from their own. Leave with the students, as food for thought, that making judgments about other cultures and ways of life is a heavy responsibility. (This is a lead-in to the main issue for the unit.)

EVALUATION:

Could
the student define
the term "frame of
reference"?

Summary



ACTIVITY 2

TOPIC: Role Playing to experience multiple perspectives on an issue.

INTENT: That students will engage in a role-play activity to experience the wide range of perspectives from which the Australian Aborigine may be viewed, and his culture assessed.

TIME: 40 minutes.

INSTRUCTIONAL

MATERIALS: a) Aborigines
b) 10 Role cards, Student Resource SR1

SUGGESTED PROCEDURE:

1. Review with students the definition of the term "frame of reference" arrived at in the previous lesson. Inform them that yesterday they looked at the man from their own point of view; today they are to see him through the eyes of another individual, who has, in fact, had contact with the Australian Aborigines. Stress at once that the students should really take on the character of the individual they are to portray when viewing the Aborigine on the front cover of Aborigines.
2. Divide the class into groups of about three or four. Once this has been done, explain that each group is going to take on the role of the person shown on a card to be given out, that these role cards will tell about the character the student is to portray, and that the group must no longer consider itself as four individuals but as the character described on the card. Let them know that there are certain questions they are to answer but from the point of view of the character on the role card, not from their own point of view.

3. Role cards (Student Resource SR1) are given to each group. Read each of the following statements to help set the "real" atmosphere of the role playing situation.

#A The Resource Developer

This individual is an executive for an international mining company, who has been flown by executive jet to an Australian city. Boarding a chartered helicopter that is waiting, the developer is flown to the sight of a resource deposit (e.g., tin, gold, or oil sands) in the Australian "outback". After the helicopter lands, the resource developer jumps out and sees the Aborigine.

#B The Technological Scientist

This individual is also employed by a mining company that has investments in Australia. He/she is flown by commercial jet to a major Australian city and from there takes a local airline to the site of the company's mine. The scientist encounters the Aborigine while out installing new equipment at the mine.

#C The Businessperson

This individual has heard of a large resource development in a remote area of Australia. This information was gathered as a result of a conversation with a resource developer. He/she has gone to inspect the area, first taking a plane, then a Land Rover, to the site, and the initial contact with a person from the local area is seeing the Aborigine.

#D The Teacher

This individual has taken a university travel-study summer school course, and has flown to Australia with a group of fellow teachers. They take a bus tour of the country. One day they stop for a short break. This teacher leaves the bus, walks a short distance into the countryside, and suddenly comes upon the Aborigine.

#E The Christian Missionary

This individual has been transferred to Australia from a mission settlement in South-East Asia. After taking a boat to the Australian mainland, transportation is secured from a local firm. He/she is taken by Land Rover out to the site of the new mission. The missionary reaches this destination, gets out of the Land Rover, and sees the Aborigine.

#F The Artist

This individual is interested in new environments, new landscapes. After receiving a grant from the local government which will pay travel costs to Australia, the artist flies to an Australian city and, in the quest to reach unspoiled landscapes, hitches a ride with a truck driver headed to the cattle stations in the outback. The artist gets out at the first stop and heads out alone. He/she comes upon the Aborigine.

#G The Linguist

This individual is a full time university student, who has come out by car, truck and train to a remote area to study some of the more than 500 Aboriginal language groups that exist in Australia. His/her first contact is with the Aborigine that you see.

#H The Tourist

This individual has flown to a major Australian city for a holiday, and signs up for a guided tour of the unspoiled outback of Australia. The tourist travels in the air-conditioned bus to an unsettled area far from the city. The driver stops the bus and the tourists get out. The tourist looks around and sees the Aborigine.

#I The Politician

This individual is preparing for an upcoming election in Australia. He/she is travelling around the constituency campaigning. While driving down a little travelled road between one settlement and the next, the car has a flat tire. The politician gets out of the car and goes to the trunk to find the jack and spare tire. While pulling the

spare tire out of the trunk, a figure across the road comes into view. It is the Aborigine.

#J The Anthropologist

This individual has been flown to Australia by jetliner to spend a year studying the way of life of an aboriginal tribe in Central Australia. After landing in a city, he/she rents a large four-wheel drive vehicle and loads up enough materials and supplies for a lengthy stay. After a long journey, the anthropologist stops the vehicle, gets out for a view of the countryside, and sees the Aborigine.

4. As the role cards are being distributed hand out the copies of Aborigines and focus attention on the Aborigine on the front cover, because it is a reaction to this individual that the groups are to give.
5. The students in their groups will use the same question guide as was used in Activity 1. These questions are reproduced again below for teacher reference.

Examples of Questions to Guide Discussion

- A. What is the man in the photograph doing?
- B. What does this situation make you think about? How does it make you feel?

6. Allow the students to work at the role card activity for the rest of the class period. The teacher should circulate in order to answer questions and to encourage students to identify with the character they are portraying as they study the Aborigine on the front cover of Aborigines.

Groups should record responses which will be shared with the class during the next activity.

EVALUATION:

Did the
student participate
satisfactorily in the role
play activity?

Summary

Review of "frame of
reference" defini-
tion. Discuss role
cards.

Divide into groups
and hand out role
cards with descrip-
tions and questions.

Students work at
role card activity
using Surviving
Peoples -
Aborigines.



ROLE CARD A

THE RESOURCE DEVELOPER

Resource Developers are people concerned with harvesting the natural resources found in any area. Their main objective is to make use of the natural resources found on or below the earth's surface. Some examples of these natural resources are: gold, iron, copper, silver, precious stones (diamonds, opals), forest products (wood, lumber), coal and petroleum products (oil, natural gas).

Things a Resource Developer might do:

1. Clear forests for lumber and pulpwood.
2. Excavate land in search of minerals.
3. Clear forests so that the land can be farmed.
4. Move oil exploration equipment into remote areas to search for oil.
5. Use radar equipment to detect and harvest schools of fish.



ROLE CARD B

THE TECHNOLOGICAL SCIENTIST

Technological scientists are people who design and install machines and equipment. They are concerned with the improvement of those we already have and with the invention of new tools and machines. Some special types of technological scientists are inventors, mining engineers, mechanical engineers, and tool and machinery designers.

Things a technological scientist might do:

1. Invent new equipment and devices.
2. Try to make machines and tools more efficient.
3. Show workers how to use new tools and machines.
4. Work for a big construction company.

NOTE: Sometimes these scientists are interested in having people buy a particular invention or machine.



ROLE CARD C

THE BUSINESSPERSON

Businesspeople own land, offices, or businesses. They also might buy things to be sold to someone else. The things the businesspeople buy and sell could be anything from raw natural resources to highly technical tools or devices.

Things a businessperson might do:

1. Buy raw materials to sell to manufacturers.
2. Sell manufactured articles to consumers (people who use them).
3. Go out and look for people who would buy products.
4. Talk people into buying their products (e.g. advertising).
5. Try to make a profit.



ROLE CARD D

THE TEACHER

Teachers are people who have the job of guiding others in their search for knowledge and understanding. They usually work with children but they do teach adults as well. Teachers are frequently interested in new learning experiences for themselves and their students. They may look for different and interesting people, places and things to teach about, so that all people will have a better understanding of our world.

Things a teacher might do:

1. Take students on a field trip to see something new or different.
2. Research all of the information available about a subject or topic.
3. Have students discuss what they have experienced by seeing, hearing or touching.
4. Have students ask questions before, during and after their field trips or studies.
5. Give exams and quizzes on newly learned material to see if students understand its meaning.



ROLE CARD E

THE CHRISTIAN MISSIONARY

Missionaries are people who believe it is their duty to teach their religion to other people. They may also try to help the people they teach by building schools and hospitals. Quite often they live with, or close to, the people they wish to teach.

Things a missionary might do:

1. Locate groups of people who are not part of the "modern" world.
2. Live among the people and work with them in their everyday activities.
3. Teach the people about a religion, and try to convince them to believe in it and practice it.



ROLE CARD F

THE ARTIST

Artists are people who want to make new and exciting creations. These could be pictures, music, sculptures, carvings, paintings or any other type of art form. Artists usually look at their environment to find inspiration for their creations. Sometimes they use models from their environment to reproduce in paintings, photographs, statues or sculptures. Other times artists look at, listen to, or touch things around them in order to get a feeling that makes them want to create a new work of art.

Things an artist might do:

1. Study the environment for subjects to use as models.
2. Search for ideas in the environment to inspire him or her (i.e., give a creative feeling).
3. Paint, sculpt, carve or photograph.
4. Study other art forms.
5. Search for new and different art forms.



ROLE CARD G

THE LINGUIST

Linguists are scientists who study languages. They are usually skilled in a number of languages besides their own. They are interested in all forms of verbal communication (speech) and often go on trips to find people who speak a language different from their own. They would like to learn to speak new languages as well as find out how these languages are structured.

Things a linguist might do:

1. Search for people who speak languages that have not yet been studied and observed in detail.
2. Make tape recordings of people speaking their native languages.
3. Study and analyze languages.
4. Compare the spoken language and its written form.
5. Compare the written forms of different languages.



ROLE CARD H

THE TOURIST

Tourists are people who go to places away from their home in order to enjoy themselves. They try to observe interesting things in this environment. Taking pictures and collecting souvenirs are important parts of a tourist's role. Tourists are generally sightseers and souvenir collectors.

Things a tourist might do:

1. Take photographs.
2. Go on sightseeing excursions.
3. Try to get souvenirs to take home.
4. Try new, exotic foods (if they think they will like them).
5. Ask questions of the local people to find out about their culture.



ROLE CARD I

THE POLITICIAN

Policitians are people who are elected by the people of a particular region to represent those people in the government. Their main concern is to voice the opinions, concerns and needs of the people they represent, so that the government can attend to the people's needs. If the politician does not please the people who elected him/her to the government, these people might not vote for him/her again.

Things politicians might do:

1. Visit their constituents (people who elected them) and see what the people's needs are.
2. Fight for the concerns and needs of the constituents.
3. Try to make up laws that will help their constituency (the area the politician represents).
4. Do everything possible to get more jobs and wealth for their constituency.
5. Pass legislation (laws) to make their constituency more highly developed and productive.
6. Please as many constituents as they can, to get re-elected.



ROLE CARD J

THE ANTHROPOLOGIST

Anthropologists are scientists who study the origin, development, races, customs and beliefs of mankind. They are interested in all aspects of culture and they try to study a culture in its most natural form. Therefore, they do not want to cause the people to change any of their ways and they do not knowingly do so.

Things an anthropologist might do:

1. Go out and find a culture to study.
2. Observe the people as they go about their daily activities.
3. Ask the people many questions about how and why they do things.
4. Write down all of the information that they find out about the people.
5. Live with the people to be able to better understand them and feel what it is like to belong to their culture.
6. Write a book or an encyclopedia article so other people can read about the culture.



ACTIVITY 3

TOPIC: Role Playing for Identification of Issue for Inquiry.

INTENT: That through further discussion of the role playing situation, students will move towards specific identification of an issue for inquiry. (This activity concludes section I - "Identifying and Focusing On the Issue".)

TIME: 60 minutes

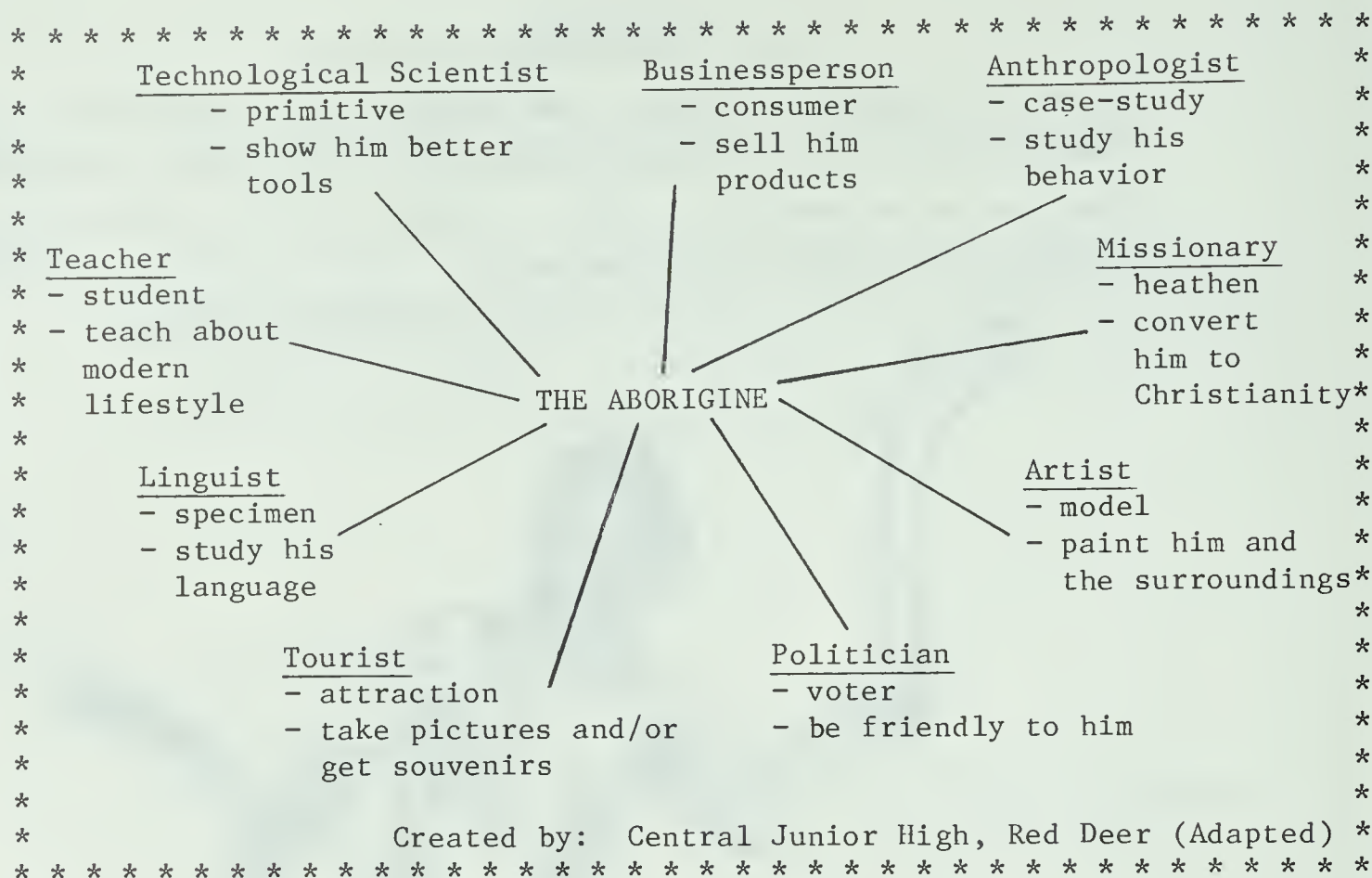
MATERIALS:

- a) Aborigines
- b) Student notebooks
- c) Role cards, Student Resource SR1
- d) Tape recorder or other method of recording (e.g. chalk-board).

SUGGESTED PROCEDURE:

1. After briefly discussing the activity of the previous day, allow students to carry on working in groups from the role cards. Students record their findings in writing. Two examples of answers provided by students in the pilot study are given below.

```
* * * * *
*
*           Role:  The Artist
*
* Wow, what a great sculpture he'd make!  He has so much color in
* him and a weird outfit on, but he's so natural and original.  He's
* just what I'm looking for:  his face has the perfect profile.
*
```

Students here try to summarize the findings in 3 or 4 words on their section of the chart.

- c) Each group records its findings using a tape recorder with an interview format. The tape becomes part of a class constructed kit on the Aborigines.

4. Summarize the findings:

- a) Discuss the fact that there have been many views put forward about the Australian Aborigine in the photograph. These give some idea of the wide variety of views that are held, in the world today, about people in non-industrial cultures. As the modern world "closes in" on aboriginal people and the lands they occupy, they are becoming, increasingly, the subjects for study, concern, and political action. This is so in most, if not all, countries where aboriginal people continue to live.
- b) Ask students to reflect on this matter:
- Is it a problem?
 - Why?
 - For whom?

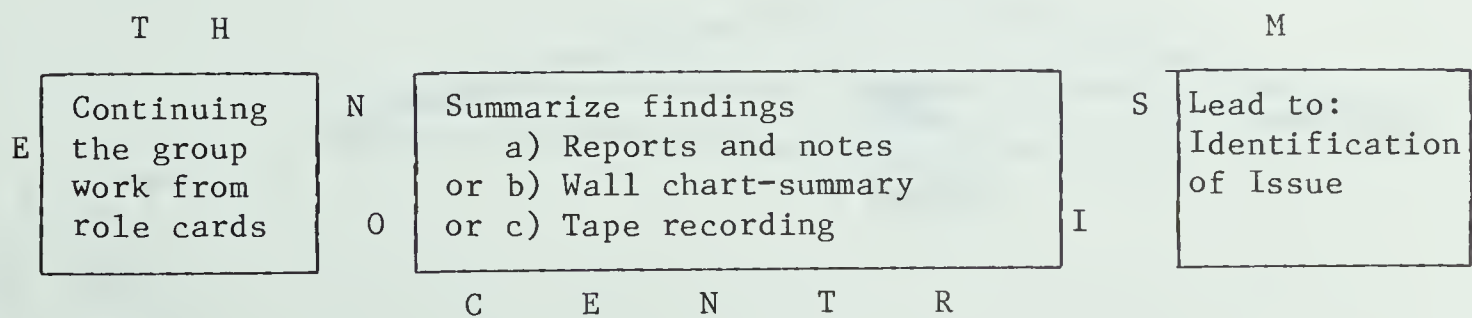
Identify, using students' questions, suggestions, and concerns, a suitable issue to guide the inquiry e.g. What "frame of reference" should we use when we examine the lifestyle of aboriginal people? Attempt to delineate a range of "frames of reference" that might be considered. In addition to those represented in the Role Cards, it is critical that an "Aborigine/Western" or "Aborigine/White Australian" or "Aborigine/Modern" dichotomy be identified at this time.

- c) Finish the activity with questions. Ask the students, "What do we need to know about the Aborigine in order to understand him better? What was he really doing on that rock? Could it be that he was thinking about what the encroachment of the modern world means for him?" Tell them that they will discover answers to these questions in the activities still to come.

EVALUATION:

Are the role
card responses
recorded in the students'
notebooks according
to the teacher's
expectation?

Summary



THE ABORIGINES



Decorated spear



Decorated spear



Pick

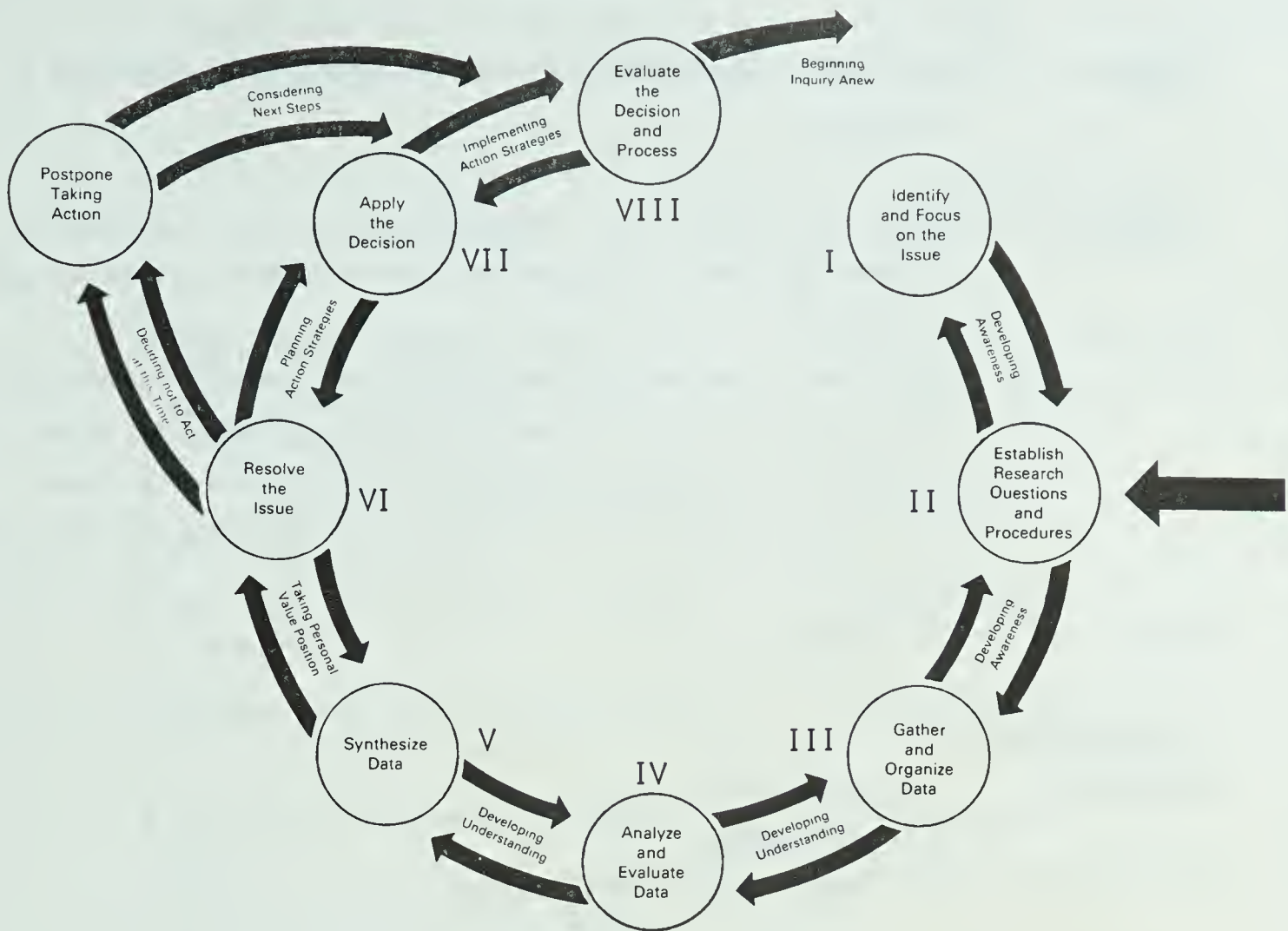


Lili-ili club



shield

Tara Store
Red Deer
Central Junior



II. ESTABLISH RESEARCH QUESTIONS AND PROCEDURES

ACTIVITY 4

TOPIC: Australian Aborigine Cultural Patterns - Establishing a Framework

INTENT:

- That the students will develop a framework for culture study that can be applied to the original culture of the Aborigine.
- That the students will establish and formulate their own research questions, by applying this framework (above) to the case study of the Australian Aborigines. A class discussion method for achieving this purpose will be used.

TIME: 40 minutes

INSTRUCTIONAL

MATERIAL:

- a) Chalkboard
- b) Aborigines
- c) Blank paper for sketching

SUGGESTED PROCEDURE:

1. Briefly review the idea that we must look at the Aborigine through his own eyes as well as our own, if we are really to understand his culture. This means that we must understand his "original" culture, which still partly exists in Australia, and is very important to the Aborigines today, as well as his "modern" culture, which is the culture that Aborigines in some parts of Australia have developed through association with modern society. In order to develop an understanding of both sides of his culture today, we need to make for ourselves a framework or skeleton on which to build our research.
2. Ask the students to identify some of the avenues we might explore for examining the "original" culture. As they name the aspects, write out on the blackboard the "cultural patterns" that emerge from their answers. Below are questions that students might raise, along with

patterns that can be researched in future activities. To the greatest extent possible, build on Topic 7A in completing this exercise.

(Oral) Questions	(Blackboard Work) Cultural Pattern
<u>What is the original way of life?</u>	<u>What will we research?</u>
How do the Aborigines survive in their environment?	Survival (or Economy)
What tools do they use in order to meet their needs?	Technology
What are some of their sacred beliefs?	Belief System
How do they pass on their way of life to their children?	Education
How do they express themselves?	Art/Language
How do they celebrate things that are very important to them?	Celebration/Recreation
What are some of the roles given to men, women and children, old and young, etc.?	Roles
What kinds of groups and communities do they live in?	Political and Social Organization

Students copy into their notebooks the cultural patterns that have emerged for study. These patterns should be established and reviewed before continuing with the lesson. Remind the students that the patterns that have emerged will help us to explore the Aborigine culture.

3. Ask the students what other ways might have been used to arrive at the research questions. Responses might include the following:
 - a) Working in small groups to create research questions.

- b) Brainstorming as a class, and recording questions to be answered.
- c) Going to resources in the library in order to discover research questions to be answered.

Some of these ideas might be used by some of the class as a challenge activity.

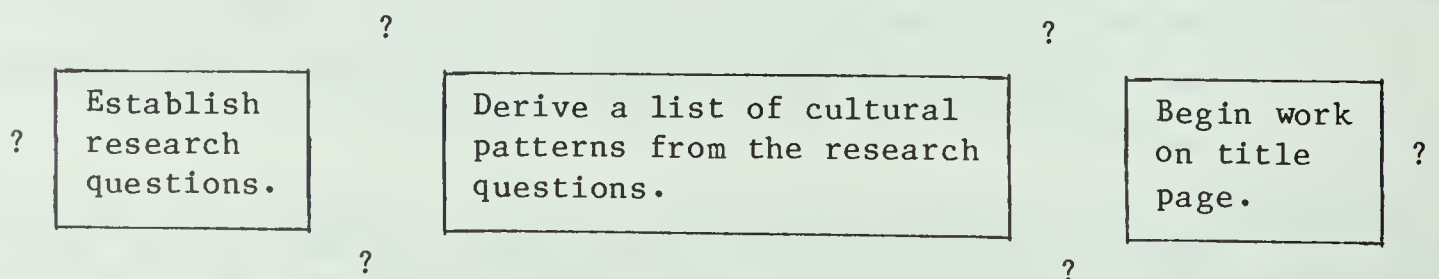
4. At this point ask students to begin work on a title page for this unit. The ideas that have emerged in this unit so far should be re-emphasized. Some of these ideas should be incorporated into the title page.

Students should feel free to use any of the pictures from Aborigines in order to ensure the creation of a title page that reflects the Aborigine in a sensitive and realistic manner.

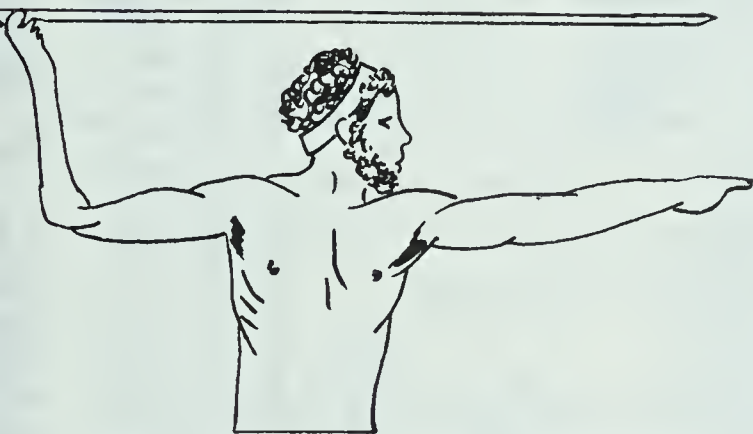
EVALUATION:

Does the
student demonstrate a
satisfactory understanding of the cultural
patterns discussed in this
activity?

Summary



CHALLENGE



Find out where the Australian Aborigines came from, how they came, and where they settled in Australia. Record this information in diagram form for display in the classroom. (Students may wish to differentiate here between a "theory" and a "fact." It is possible that the prescribed resource is more definite on the origins of the Australian Aborigines than many anthropologists would find acceptable.)

ACTIVITY 5

TOPIC: Title Page Creation

INTENT: That students will express, through art, some of their understandings and interpretations of the Aborigine thus far.

TIME: 40 minutes

INSTRUCTIONAL

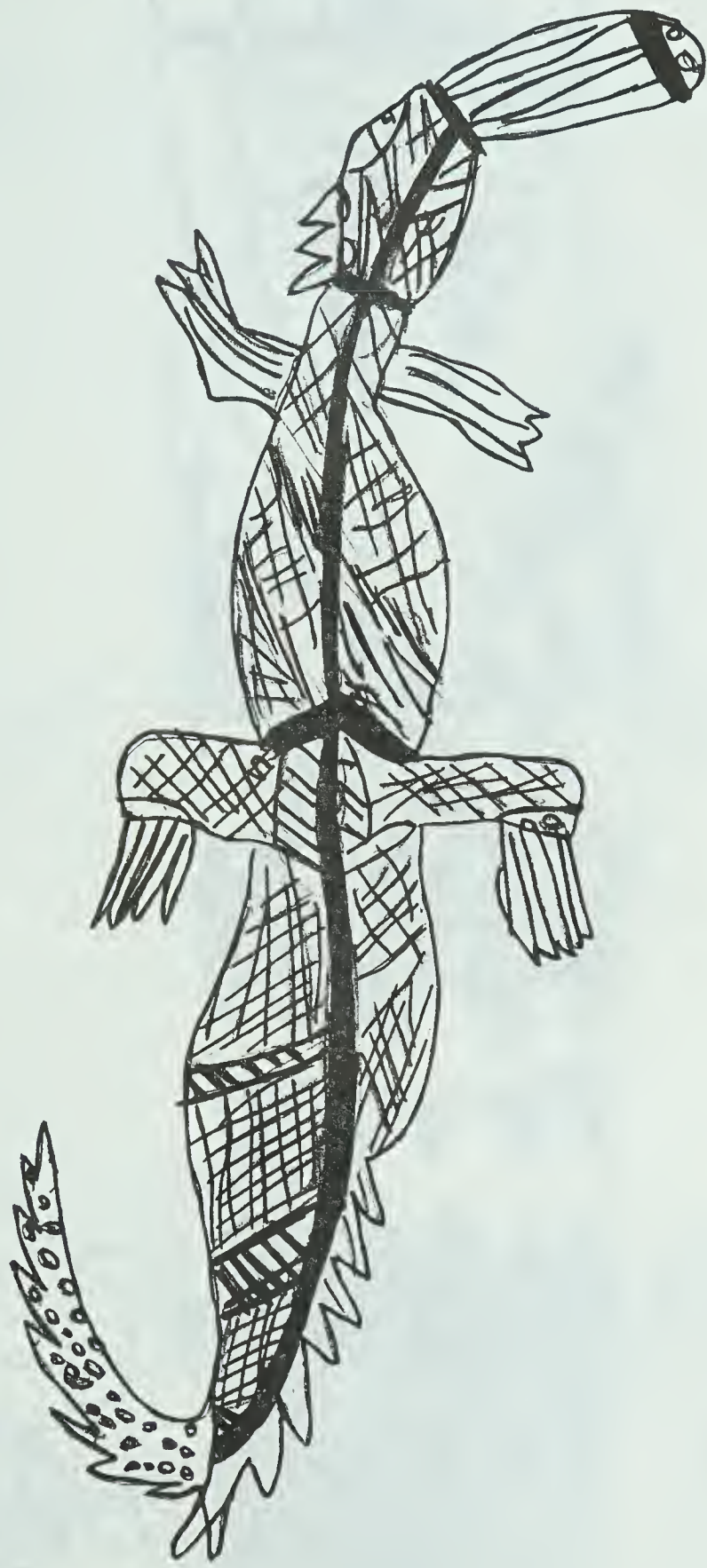
MATERIALS: a) Blank sheets for title pages

SUGGESTED PROCEDURE:

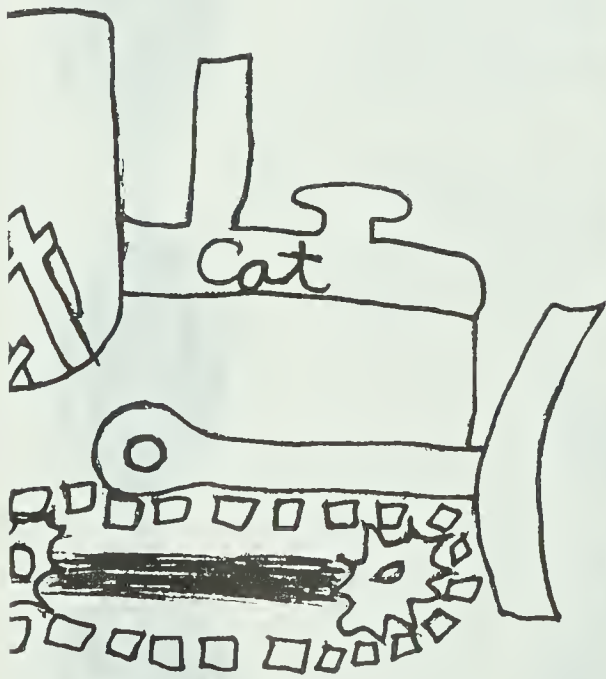
1. After bringing the class together and sharing some ideas on the title pages started so far, allow students to carry on with the task for the rest of this period. Emphasize the need for careful planning in the creation of a title page. This page should reflect what they have talked about so far, be eye-catching and exciting - as well as non-ethnocentric, if possible. This page should serve as a motivation to the student each period in his study of the Aborigine.
2. Two examples of title pages done by grade seven students during the pilot study are included to give some idea of the type of work that might be produced at this stage.



Through Whose Eyes Should We View The Aborigines?



by: Norma Vish



Plow it
under



EVALUATION:

Was the
title page
satisfactorily
completed?

Summary

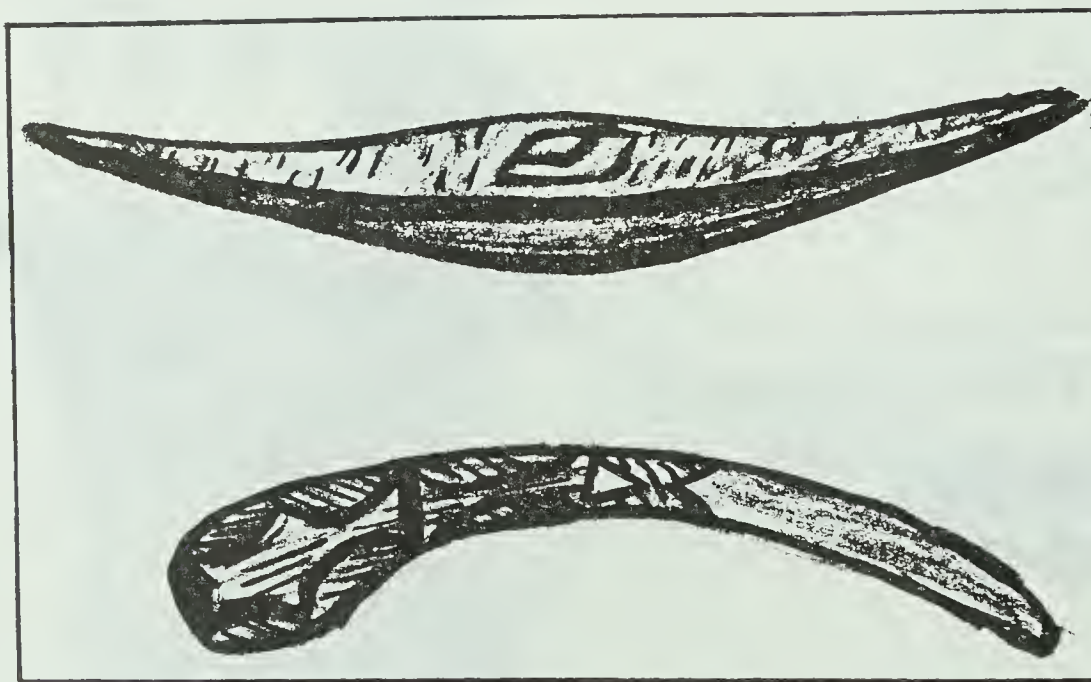
Share some creative ideas
for title pages.

Continue with work on
individual title pages.

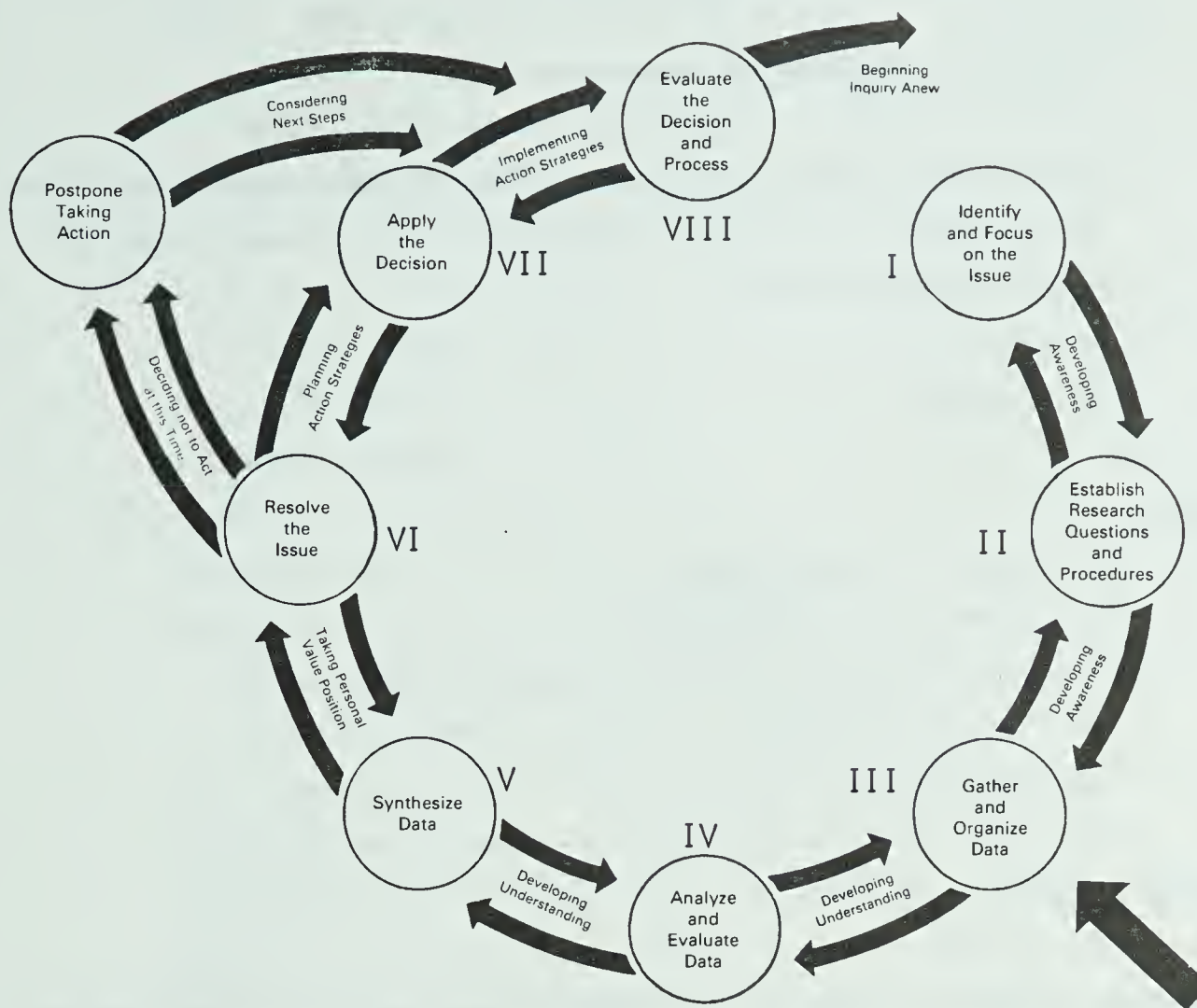
C R E A T E



ABORIGINES



5 M. Souksamlane
5 Central Junior High
Red Deer



III. GATHER AND ORGANIZE DATA

IMPORTANT NOTE TO TEACHERS:

In Activities 6 through 20 (the "Gather and Organize Data" stage of the Inquiry Process) you will find a sequential outline of how the "culture patterns" delineated in Activity 4 were taught and modified by pilot teachers. There is no reason at all why this sequence has to be followed, however. It could be varied, expanded, or deleted from to suit your specific social issue (Activity 3) and your research questions (Activity 4).

ACTIVITY 6

TOPIC: Geographic Regions of Australia

INTENT: That students will, through a physical map study, understand more clearly the natural environment of various groups of Australian Aborigines.

TIME: 80 minutes

INSTRUCTIONAL

MATERIALS:

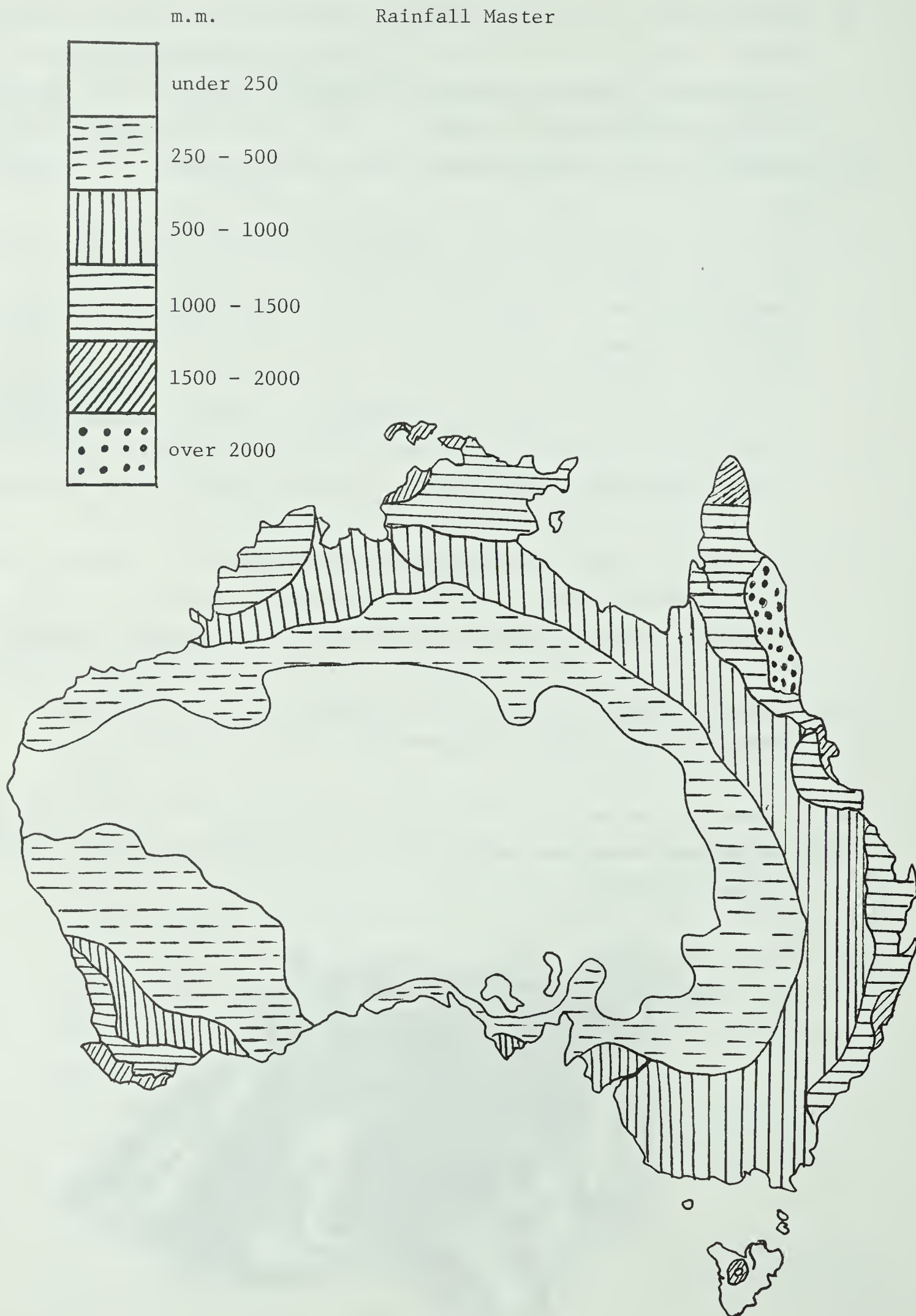
- a) Page 7 of Aborigines
- b) Globe or world wall map
- c) Rainfall Master, Student Resource SR2
- d) Climate Worksheet, Student Resource SR3
- e) Notebooks

SUGGESTED PROCEDURE:

1. Review the location of some of the world's aboriginal cultures using a globe or world wall map. Point out the areas where the Tasaday, the Bushmen of Kalahari, and the Pygmies of the Ituri Forest live.
2. Now focus on Australia, the home of the Australian Aborigine, using a globe. At this point discuss the location of the continent (e.g. southern hemisphere, island continent, nearest neighbors, direction and distance from Canada.) Brief notes of some of these observations should be made in the student notebooks under the heading "Australia - Home of the Aborigine - Things We Know About It". Some interesting themes for consideration include:
 - a) location of Australia;
 - b) Major geographic features - size, mountains, rivers;
 - c) Climate;
 - d) Flora and Fauna;
 - e) Tourist attractions - Barrier Reef, tropical coastline, outback;
 - f) Natural resources (N.B. minerals - important later in the unit);
 - g) Population distribution today.

3. Now distribute the Rainfall Master, Student Resource SR2 to each student. Then have the class turn to page 7 of Aborigines where they will find the vegetation zones of Australia. Point out the zones both on the Rainfall Master and page 7. Infer the relationship that exists between rainfall and vegetation, using these two maps.
4. Using the Climate Worksheet, Student Resource SR3, and a World Atlas, draw some regions that take into consideration both the rainfall and vegetation zones of Australia. Students might identify about six different regions. As the students are working on their maps, discuss again the relationship that exists between rainfall and vegetation and see if this relationship is reflected in their own maps. Students should be allowed to shade in their several zones, thus emphasizing visually the differences in climatic regions that exist in Australia.
5. Turn again to page 7 of Aborigines and ask students to describe the climatic environments of the five pictures shown there. Ask for examples of how the Aborigine has adapted to each type of environment (e.g. the use of canoes, shelters in the north.) Note that none of these illustrations deals with the barren centre ("outback") of Australia, where many Aborigines live (e.g., pages 8-9).
6. Finish the lesson by stating that climatic features are only one of the natural phenomena that influence the Australian Aborigine in his original lifestyle.





Climate Worksheet



EVALUATION:

Is the
student
handout map completed
properly?

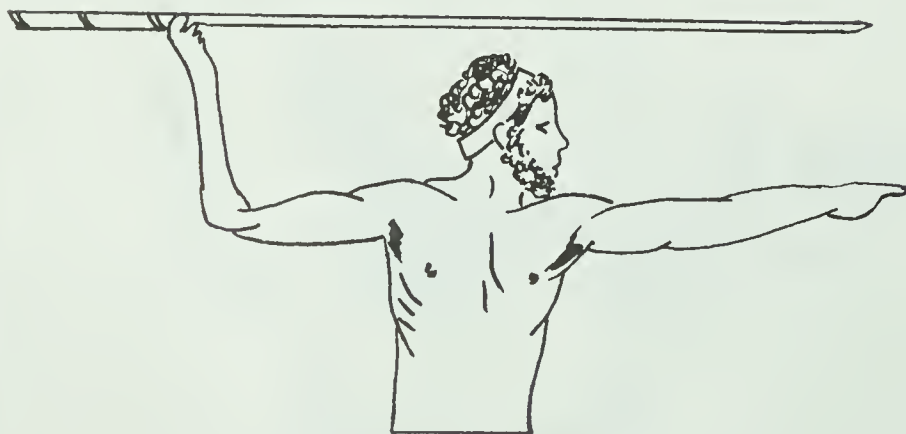
Summary

G
E
O Focus on the geo-
graphic location
of Australia

G
R
A Research geographic
data

P
H
Y Place data on map
worksheets

CHALLENGE



Using the National Geographic magazines as guides, list the geographical areas of the world which most commonly have non-industrial cultures. Develop a theory of your own to explain this. Check with someone you regard as an authority on the subject. Write your conclusions in a brief essay.

ACTIVITY 7

TOPIC: The Natural Environment of the Aborigines

INTENT: That students will explore further the natural environment of the Australian Aborigines.

TIME: 60 minutes

INSTRUCTIONAL

MATERIALS:

- a) Page 7 Aborigines
- b) Completed Climate Worksheet, Student Resource SR3
- c) Notebooks

SUGGESTED PROCEDURE:

1. Ask students to turn to page 7 of Aborigines and have the completed Climate Worksheet, Student Resource SR3, available as well. Review the map on page 7 and locate some of these areas in order to establish again student understanding (e.g. the desert areas, the scrub, the forest areas). Trace with students the highland areas of Australia (e.g. Great Dividing Range, Musgrave Range). Ask students which are the major rivers and lakes (e.g. Murray, Darling Rivers, Lake Eyre). Go over the States of Australia, and finally, discuss the location of some of the Aborigine tribes as shown on that map.
2. Students will compare again the map on page 7 with their own completed map. Ask students questions in order to establish in their minds a connection between the map on page 7 of Aborigines and the Climate Worksheet SR3 they completed the previous lesson. Examples of some appropriate questions are given below:

- a) Why is there forest along the eastern seaboard?
- b) Why is the desert area surrounded by areas of grassland and scrub?
- c) Why is it hottest in the northern areas of the continent?
- d) Which are the largest climatic and vegetation zones in Australia?
- e) What is the relationship between these two zones?

3. Put the heading: "Climatic and Vegetation Zones of Australia" on the blackboard. Students should write a paragraph on this topic showing, through example, the relationships they see between rainfall and vegetation in the various regions of Australia. An example of student work on this topic is given below.

* In Australia, starting from the outside, there is the Eucalypt *
 * woodland and rain forest. It becomes very wet because of the *
 * ocean. When the westerly winds blow and then the clouds try to *
 * get over the mountains it rains. Northern Australia is close to *
 * the equator so it is hot around that area. Working inwards is *
 * grassland, which gets some rain and heat, so grass grows around *
 * this region. Mallee scrub grows around the desert and doesn't need *
 * much rain. It is a sort of bush type plant and then there's the *
 * desert and Mulga scrub, the hot and very dry part of Australia. It *
 * gets very little rain and lots of heat. *

* By Karla Howell 7B *

* Central Junior High *

* Red Deer, Alberta *

* Climatic and Vegetation *

* Australia's climate varies from place to place. Near the ocean *
 * they have lots of rain and there is a lot of vegetation. The *
 * nearer you get to the center of Australia there is less rain and *
 * less vegetation. The temperature varies from place to place, also. *

* In the Northern part of Australia the temperature is about 80° and *
 * stays that way about all year long. The southern part is cooler - *
 * about 70° in January but in the months of July and August it will *
 * be as low as 50°. This happens also in the central part of *
 * Australia. *

* By J. Hammond *
 * Alder Flats School *
 * Alder Flats, Alberta *

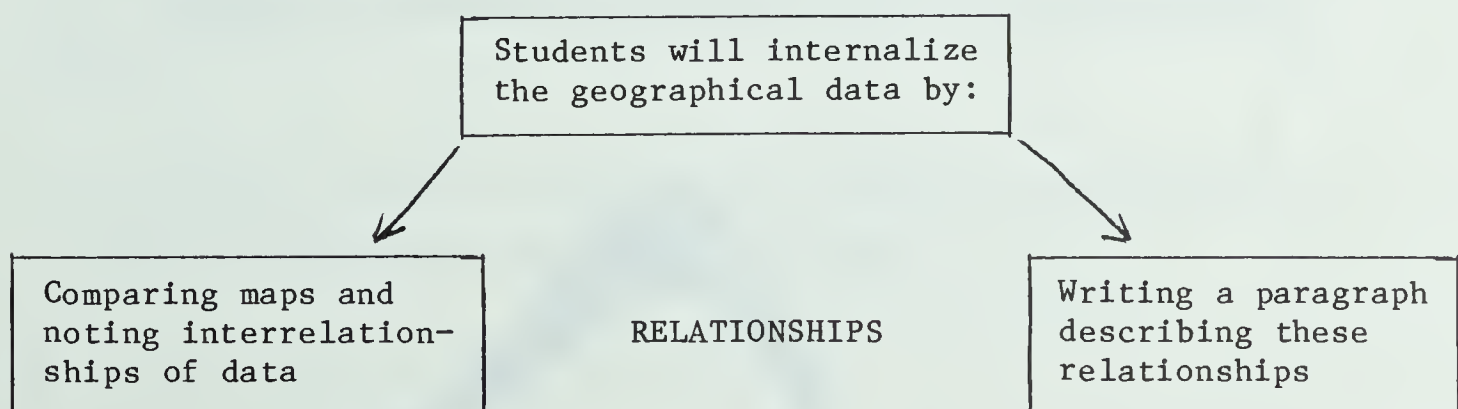
* * * * *

4. Allow students to work on their paragraphs. Share some of the responses emphasizing the relationship between climate, vegetation and topography. Give time for students to write an acceptable piece of work.

EVALUATION:

Did the
 students finish
 the paragraph on the
 environment
 of the
 Aborigines?

Summary



ACTIVITY 8

TOPIC: Calendars of Two Aboriginal Tribes

INTENT:

- a) That students will gather and organize data on aspects of Aborigine culture through a study of a "calendar" of the Kavadjere and Northern Arnhemland people.
- b) That students will develop an understanding of some of the cultural values of two groups of Aborigines through an analysis of their interdependence with their natural environment.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines, pages 7-9
- b) Student notebooks
- c) "Questions on the Two Aborigine Calendars", Student Resource SR4

SUGGESTED PROCEDURE:

1. Review with students the pictures on page 7 noting some aspects of the relationship between the environment and the way of life of various Aborigine groups.
2. Students should then read the paragraphs on page 8. Before progressing, ask one or two questions about this reading.



Examples of Questions to Ask

- A. What was the most important thing to know in order to survive, for the desert dwelling Aborigine? (know the water sources)
- B. Why did the Aborigine have to follow some of the practices mentioned on page 8? (dictates of the environment)

3. Using the chalkboard draw the calendar from page 9 for the Northern Arnhemland coastal forest Aborigines.

	Jan	Feb	Mar	Apr	May	June	Jul	Aug	Sep	Oct	Nov	Dec
North Arnhem Land	Vegetation Scarce	Wet Season	Wet Season	First Vegetables	Dry Season	Hunting	Small Camps Made	Dry Season	Hot	Dry Fishing	Wet	Fruits Berries Gathered

Students copy this into their notebooks and then prepare a calendar for the Karadjere people of the western desert (page 9).

4. Ask the students to answer questions about the two calendars which show how the Aborigine adjusts his activities to meet the challenges of the changing seasons. These questions are in "Questions on the Two Aborigine Calendars", SR4. Students will keep this sheet in their notebooks.
5. After giving students sufficient time to work on the answers, go through the sheet together, checking answers.

EVALUATION:

How did
the student
handle the calendar
assignment?

Summary

Find out how the environ-
ment affects the
Aborigines' way of life.

SEASONS and ACTIVITIES

Make a calendar describing
the seasonal adjustments
that an Aborigine must
make.

CHALLENGE



Our activities in Alberta vary with
the seasons. Construct a calendar
similar to the one in Activity 8.
Make comparisons and contrasts
between the Alberta calendar and that
of one group of Aborigines. Now what
are the advantages and disadvantages
of being "close to nature", in your
opinion?

Questions about the Two Aborigine Calendars

1. What does the wet season provide for the Aborigine?
2. During which seasons do the Aborigines hunt?
3. Contrast the ways of life for each group of Aborigines in the wet and dry seasons.
4. Which season seems to be the best season for the Aborigine?
5. Which seasons bring particular hardships?
6. To what extent does the Aborigine seem to be at the mercy of the seasons? Why? Would you say that this bothers him? How does he seem to view his climatic conditions?



ACTIVITY 9

TOPIC: Method to Organize & Display Research Data

INTENT: That children will set up a device (diorama or mural) for gathering and organizing data related to the cultural patterns of the Aborigine.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Cardboard box
- b) Newspaper strips
- c) Wallpaper paste
- d) Paints
- e) Modelling clay
- f) Toothpicks, etc.

Teacher to refer to the illustrated steps for the construction of the diorama, pages 66, 67, 68.

SUGGESTED PROCEDURE:

1. Suggest to students that they are now ready to begin to gather and organize specific and detailed data about the Aborigine in his original environment. One of the ways they can do this is to build a "diorama". A diorama, when completed, can show in real-life detail quite a few aspects of the Aborigines' environment. It can depict, for example, the vegetation, animals, landscape, dwellings, even the people and the activities in which they take part. (The Provincial Museum in Edmonton contains several excellent examples of dioramas of the natural habitat of Alberta regions. If possible, a field trip to the Museum would be very appropriate at this time.)

2. Provide students with cardboard boxes (about three students to each box, if possible). The teacher should follow the illustrations and instructions as given below in order to help the students on their way to constructing a realistic diorama.
- a) Cut off the top and one side wall of the cardboard box. One cut side may be used to reinforce the back wall.
 - b) Prepare the wallpaper paste.
 - ° Take a large container (i.e., mixing bowl, pail or cooking pot).
 - ° Mix dry wallpaper paste into an appropriate amount of water as directed on package.
 - c) Cut strips of newspaper (about 3 centimetres in width).
 - d) Use crumpled up newspaper, first, as the general form for the general elevated landscape areas that are going to be constructed.
 - e) Cover the 3 centimetre strips with paste. Apply over the crumpled up newspaper anchoring both ends of the strips to the walls of the box. This gives a rigid surface on which to place other strips.
 - f) Carry on with the process until the desired topography shapes have been achieved. Leave to dry.
 - g) After the diorama has dried, paint the background and terrain, attempting to achieve perspective in design.

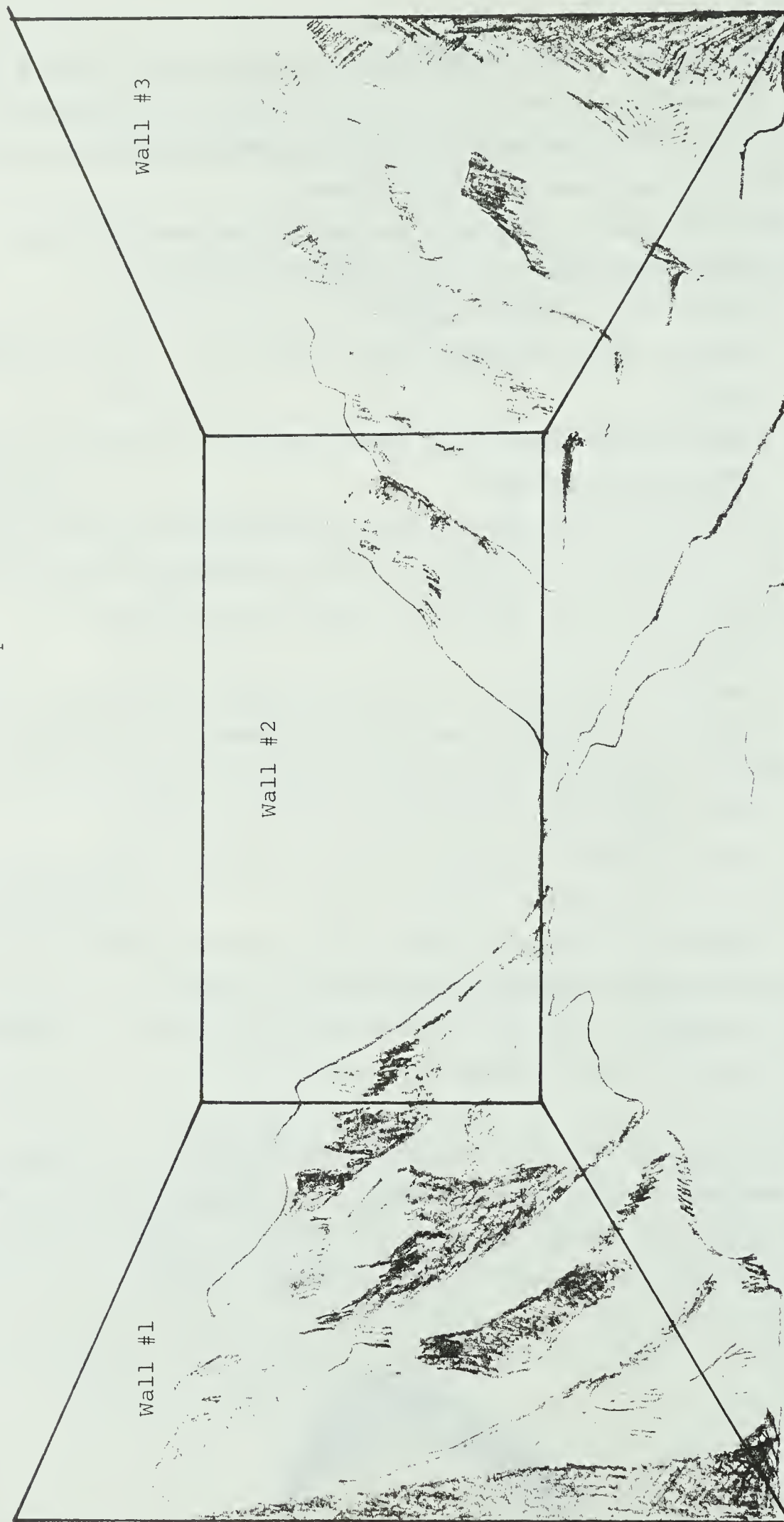
This is the base on which the other features are to be placed in later lessons and activities.

3. If it is decided not to build dioramas, then paper can be put up on the wall in preparation for a mural. Landscape features can be drawn or painted, and can be placed on the mural as a base on which to place the data to be collected in the next lessons.



DIORAMA:

DIAGRAM 1 - Landscape



DIORAMA:

DIAGRAM 2 - Background, Feature

Painting and Flora



DIORAMA:

DIAGRAM 3 - Fauna - Human Activities Added.



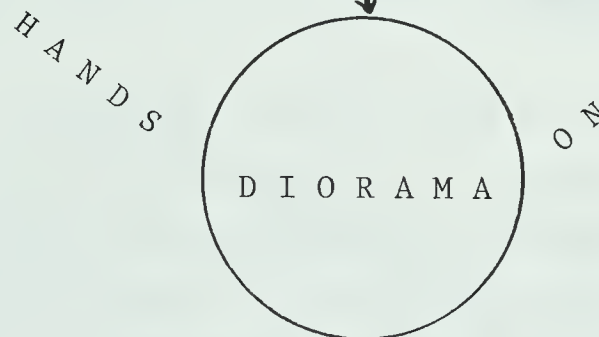
COMPLETED DIORAMA

EVALUATION:

Is the
student
taking an
active part in the
construction of the
diorama or
mural?

Summary

Create a framework for recording
research data by constructing a
diorama or mural.



ACTIVITY 10

TOPIC: Perspectives on Meeting Basic Needs

INTENT: That students will recognize the competing values of "ethnocentrism" and "empathy" when considering the Aborigines' ways of meeting their basic human needs.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines, pages 12-19
- b) Student notebook
- c) "How Does He Use The Environment?", Student Resource, SR5

SUGGESTED PROCEDURE:

1. Ask students to open the book, Aborigines, to page 12. Lead the students through an oral reading and discussion lesson, although, by now, students will probably have read the book in their own time. Ask questions to emphasize the incredible challenges to the Aborigine in his search for food. Some examples of typical questions that might be asked of students as the reading proceeds are given below. These questions should be carefully selected to help students develop an "inside" view of what it would be like to be an Aborigine, seeking to survive in a totally "natural" environment.



Teacher Questions ... Pages 12-19

Page 12 ... Why did the Aborigine men and women have to share tasks equally?

Page 12 ... Why didn't they have ovens like ours?

Page 13 ... Why did the little girl have to nibble on a lizard's tail?

Page 14 ... Why was so much time spent waiting for the prey?

Page 15 ... Why did the man take such great care of the weapon?

Page 16 ... Why was the bark canoe the most common kind of boat?

Page 18 ... When the people moved from place to place, why didn't they take anything with them besides the spear, spear thrower, digging stick and dish?

Page 19 ... Why didn't the Aborigines wear clothes?

2. Having worked through these pages, and having asked questions that elicit answers pertaining to the Aborigine's life, distribute Student Resource SR5, "How Does he Use the Environment?" In the boxes around the centre figure, students are to fill in, from their reading, statements concerning the relationship the Australian Aborigine had with his environment. Some examples of such statements are given below:

```
* * * * *
* They hunt with      * They sit and wait      * They have to make *
* spears and they have * for an animal to run   * their ovens. They *
* to get close to the * by, then they catch   * didn't have many *
* animals. They must  * it by being very      * tools. They could *
* disguise themselves * quick.                * make fire.        *
* very carefully.     *                          *                      *
* * * * *
```

3. Let the students share their responses once it appears that most have finished. Do this without comment at this stage!
4. After this exercise, write the following quotation on the blackboard. Have students copy this under the figure in the handout.

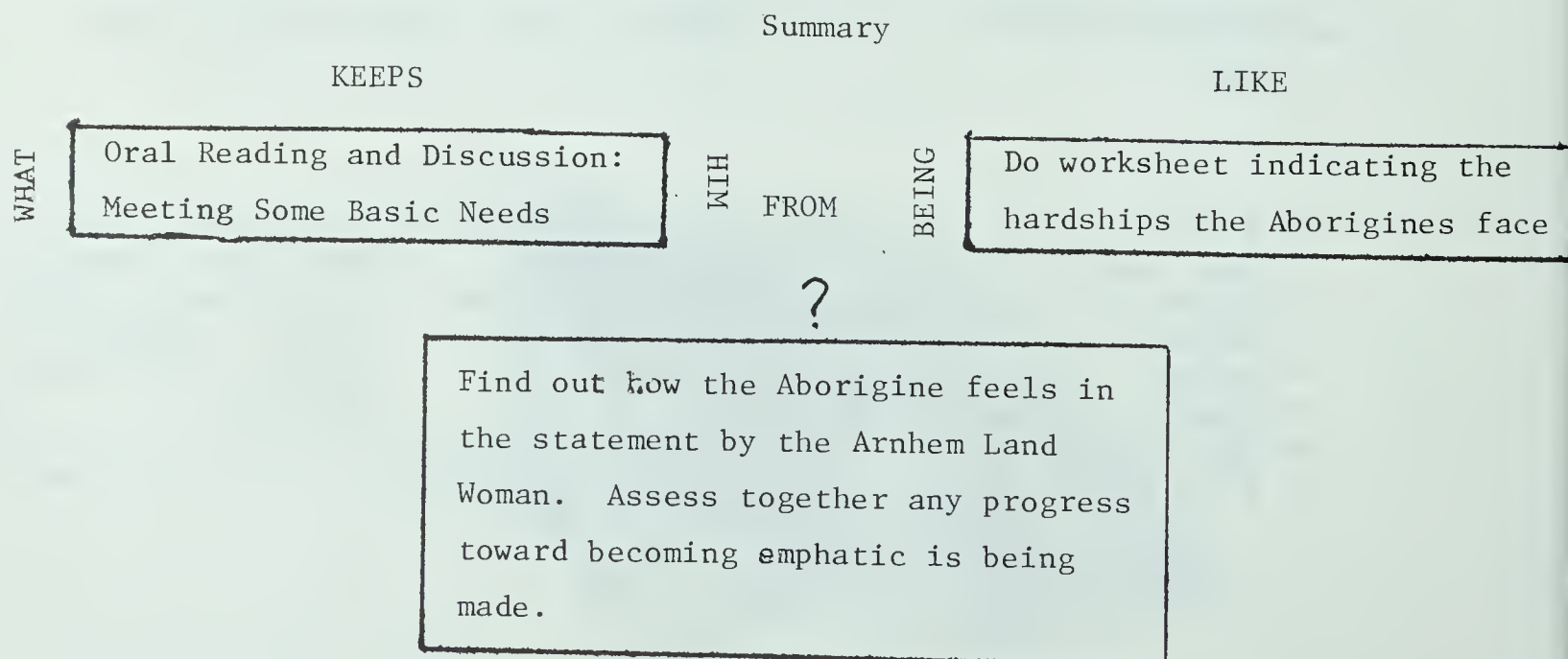
"You people go to all that trouble working and planting seeds, but we don't have to do that. All these things are there for us, the Ancestral being left them for us."

Arnhem Land Woman

5. Ask the students to reflect on this for the next class, bearing in mind the difference between their statements and the statements of the Aborigine woman. Ask whether they feel that, in the course of the unit so far, they have begun to develop more empathy, and less of an ethnocentric attitude, toward the Aborigines. What things are helping achieve this goal, and what things are making it difficult to achieve?

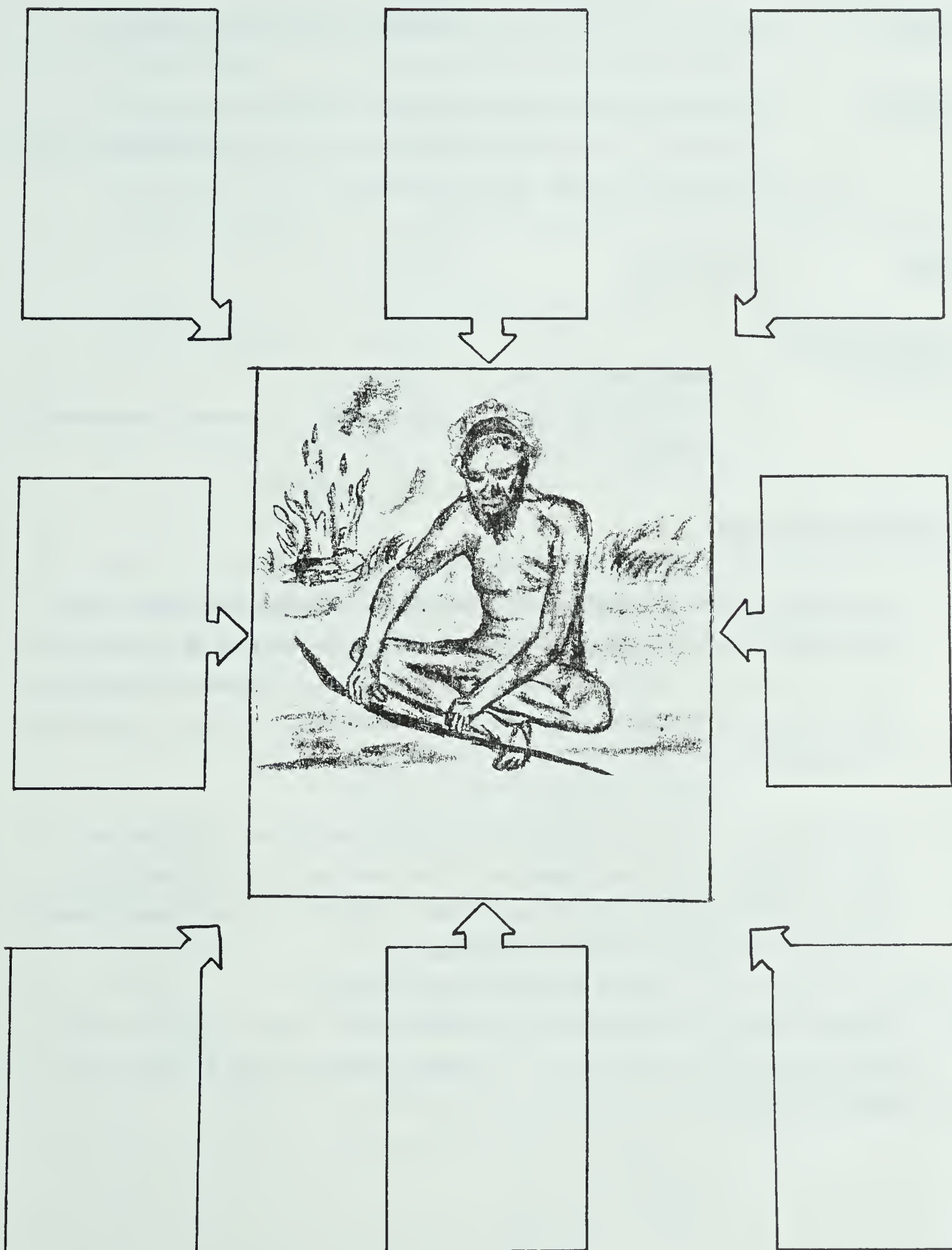
EVALUATION:

Does the student
work on the handout "How Does
He Use the Environment",
SR5, meet
requirements?



HOW DOES HE USE THE ENVIRONMENT?

1



ACTIVITY 11

TOPIC: Flora and Fauna of the Aborigine's Environment

INTENT: That the students will explore, through cataloguing activities, the use of Australian flora and fauna in helping the Aborigine meet his basic needs.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS: a) Aborigines
b) "How Does he Use the Environment?", Student Resource SR5
c) Diorama

SUGGESTED PROCEDURE:

1. Begin the lesson by reading the Arnhem Land Woman's statement again. Discuss how her statement reflects a different view of an Aborigine's way of life than one would expect from a "modern" frame of reference. (That is, the Aborigine feels he has everything, and lacks nothing of importance.)
2. Emphasize that the Aborigine feels he has everything and that he is quite content. Now ask students to turn to page 13 of Aborigines where we find some of the plant foods available to him. Ask students to title a section in their notebooks:

"Plant Foods of the Aborigine"

Now ask them to catalogue in the notebook the types of plant foods mentioned on pages 12 and 13. A format similar to that given below might be used:

* * * * *			
* <u>PLANTS AND ABORIGINES</u> *			
* <u>PLANT</u>	<u>USE</u>		*
* Grass Seeds	- Ground into flour for bread		*
*	- Used for protein in the desert		*
* Wild Yam	- Used for food		*
* Blue-Water Lily	- Eaten in the dry season in Arnhen Land		*
* Willow Geebung	- A sharp tasting fruit eaten in the temperate		*
*	south		*
* Tomato	- Very valuable to desert dwellers		*
* Native Tobacco	- Used to stun fish so they rose to the surface		*
*	and were caught.		*
*	By G. Giannoudis		*
*	Red Deer, Alberta		*
* * * * *			

3. Ask the students to turn now to pages 14 and 15. There another source of food, the animal, is illustrated. Again, ask the students to catalogue as before, using the following heading: "Animals of the Aborigine Lands".

* * * * *			
* <u>ANIMALS OF THE ABORIGINE LANDS</u> *			
* <u>ANIMALS</u>	<u>METHOD OF CAPTURE</u>		*
* Wombat	- Smoked out of holes in the ground		*
* Wallabies	- They stalked or drove them in nets		*
* Bandicoot	- Caught them with aide of dogs		*
* Emu	- Made an alleyway of bushes with a net across one		*
*	end. The man behind the net blew in a hollow log		*
*	to imitate the emu's call. The birds would go		*
*	toward the net and the other hunters came out and		*
*	drove them toward the net.		*
*	By G. Giannoudis		*
*	Red Deer, Alberta		*
* * * * *			

4. If there is time at the end of this lesson, students could prepare sketches of plants and models of animals to be placed in their dioramas. If a mural is being constructed, sketches of plants and animals should be prepared.
5. End the lesson by quoting again the Arnhem Land Woman:

"You people go to all that trouble working and planting seeds, but we don't have to do that. All these things are there for us, the Ancestral being left them for us."



EVALUATION:

Is the
student working
satisfactorily on the
cataloguing activity
(flora and fauna of
Australia)?

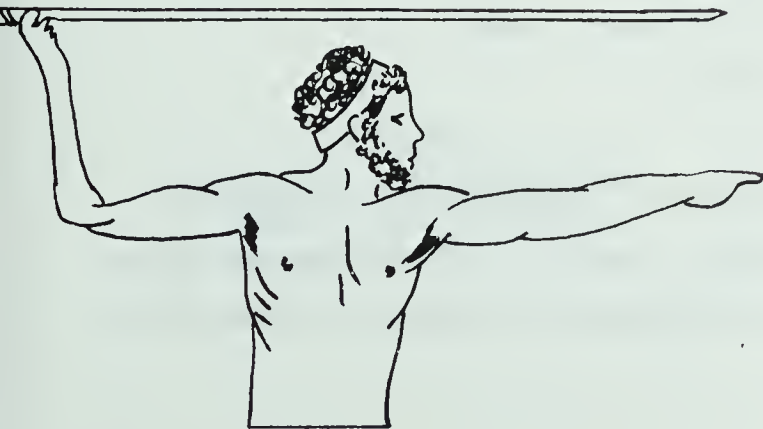
Summary

Appreciate the Aborigine's feeling of self-sufficiency in his environment.

HUNTING and GATHERING

Research food sources used by the Aborigines.

CHALLENGE



Using the library's stock of National Geographic magazines, find a culture that fulfills its needs in a manner similar to that of the Australian Aborigine. Make a comparison chart with this information. Create your own theory to explain the similarity. If your theory is really brilliant, you might wish to discuss it with an expert - if you can find one on this subject!

ACTIVITY 12

TOPIC: Economic and Technological Patterns

INTENT: That students will catalogue the tools and shelter types used by the Aborigines.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines
- b) Diorama
- c) Toothpicks, etc., for shelter construction
- d) Student notebooks

SUGGESTED PROCEDURE:

1. Remind the students that last period they explored the types of food the Aborigines ate and that in this lesson they are to look at some of the tools and weapons the men and women used to acquire food and shelter.
2. Using pages 13, 18 and 19 of Aborigines, ask students to respond to instructions like the following in their notebooks. This will provide a background to motivate a general interest in the technology theme.
 - a) Briefly describe a digging stick and who would use it.
 - b) Describe some uses of the boomerang.
 - c) From what part of what plant is the spear made?
 - d) Describe how a spear-thrower works.
3. Ask the students to turn back to the front cover. See if they can identify the spear-thrower and ask them what they think the Aborigine is probably doing. (Scanning the countryside in search of game to be hunted.)

4. Refer to page 11 of Aborigines and go through with the class the different types of shelter the Aborigines might use in different regions of Australia. Emphasize the point that the type of shelter used reflects the climatic conditions in which the Aborigines live. In the diorama, students may make shelters from toothpicks using the book as a guide. Now have them finish off last period's sketches and models or make figures for the diorama. These figures would be using tools as described in pages 13, 18 and 19.
If a mural is being made, sketches should now be made of the Aborigine using tools described in the book. Sketches of the shelters as shown on page 11 might also be made and added to the mural.
5. Review the progress being made on the diorama. Discuss the build up from vegetation to shelter to animals and now to the people working and hunting in the environment. Re-emphasize the aim of the diorama, which is to attempt to portray (realistically) the environment of the Aborigine.

EVALUATION:

Did the
student participate
in the data gathering
activity on the
diorama as
expected?

Summary

Explore technology by
describing tools and
weapons.

Make tools etc. and fill
in the diorama.

EMPATHETIC ACTIVITIES

CHALLENGE



What is the scientific explanation for how a boomerang works? Perhaps your science teacher can explain it. Or, maybe it is described in an encyclopaedia. Or, maybe you can figure it out yourself. Prepare a scientific report on this subject.

ACTIVITY 13

TOPIC: The Sacred Aspects of the Aborigines' Culture

INTENT: That the students, through the construction of a "churinga", will develop an appreciation for the concept of animism.

TIME: 100 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigine
- b) Rock or piece of wood
- c) Paints
- d) Pencils, notebooks
- e) Teacher reference - Men Without Machines

SUGGESTED PROCEDURE:

1. The teacher opens the lesson by asking the students to respond to the question: What is a "spirit"? Some examples of possible responses are given below:
 - ° A spirit has no body.
 - ° Spirits are alive.
 - ° A spirit has a soul.
2. Tell the students that the Aborigines, like many peoples in non-industrial societies, did not understand the term "spirits" as we do. Part of their belief system was that animals, plants, and stones, as well as people, were inhabited by spirits. Indeed, the whole of their world was in a sense "alive" and filled with "sacred" meaning. This is called animism. Write the word animism on the blackboard and give the above definition for students to copy in their notebooks.

3. Ask students to turn to page 28 of Aborigines. Read the quotation at the top of the page and ask if the students see any evidence of animism there. Record the answers. Now ask students to read page 20 and record any other examples of animism they see.

* * * * *

* Examples that might be found: *

* a) Ancestors' bodies remain as rocks and trees. *

* b) Traces of the Ancestors are everywhere. *

* c) Wandjina spirits came out of the sky or sea to the land. *

* d) Ancestors had human forms. *

* * * * *

4. In their research, students should have come across the word "Dreaming". Caution them that, as the Aborigine understands it, it is not an easy concept for us to understand. However, if students feel that they have begun to get a sense of the importance and meaning of the natural environment in the Aborigines' life, do not discourage them from feeling that they have some reasonable insights.

5. Now ask the students to take out their rocks and place them on their desks.

6. Set an atmosphere of inner thought. Ask students to contemplate who they really are, reflecting on their families, hobbies, sports, places lived in, little things they really enjoy, fears and hopes, etc. When the students are sitting quietly, read the following:

"There are many spiritual practices in the world and the Aborigines, with more than 500 tribal groups, have developed a wide variety of spiritual beliefs.

The example of a unique spiritual practice that we will use today is the "churinga", a custom of the Arunta tribe of Central Australia.

(Now set the mood.)

You are elders in the Arunta tribe. Your task as an elder is to draw images on your rock to represent your "spirit"; that is, you must create illustrations of things that really make you the way you are.

(Do not let students draw on the rock what they want to be remembered for or what they want to be, since these do not explain what they really are.)

This rock will represent your spirit."

Note to the teacher: You may wish the students to sketch their designs first before painting them on the rock.

7. Students now begin to paint their pictures and symbols on the rock. The teacher goes round helping and advising students during this time.
8. After the students have finished their churinga, ask them to write a paragraph explaining what meanings are found in it. Two examples of such paragraphs where students describe their churingas are given below:

```
* * * * *
*                               My Churinga                               *
*
* My churinga is the love of art. I love art. The art on this      *
* churinga means love and affection for others. I think the colors  *
* of life begin with a cell, dividing and dividing, making every   *
* other cell grow fond of life's easel and paintbrush              *
* All of the odd colors (grey, pink, orange and cream) represents my *
* parents, every color having its own love for each other.         *
* Abstract art always stands for the love of colors swished together *
* by the wind of life.                                             *
*                               Written by Keleen Klein              *
*                               Grade 7, Pipestone School            *
* * * * *
```

* * * * *
 * MY CHURINGA *
 *
 * My churinga is about everything. On the green side there's a *
 * mountain. Mountains remind me of freedom, the freedom of being *
 * alone. Below it there is an ocean. Oceans make me go because I *
 * love being in water. To the left there is a ski and a pole. *
 * Skiing is one of my favorite sports. To the right there is a *
 * beach. Beaches are fun because you get to play in the sand. Below*
 * it is my favorite food, chicken. Steaming hot, fresh from the *
 * oven. On the top there is a rocket. Rockets are especially fun to*
 * me because there are beautiful and they fly. *
 * On the yellow side there are four things. One is a person. *
 * It represents all the people all over the world, including my *
 * parents, whom I love very much. The heart represents love and *
 * affection. People need love and affection to live. It makes me go*
 * because I love being loved. The TV set is for enjoyment. The book*
 * represents reading. I always enjoy reading. *
 * On the red side there are two things - a car and a toy. The *
 * car represents the thrill of travelling. The toy motivates me *
 * because I love to build things out of objects. *
 * By Owen Stobbe *
 * Grade 7, Pipestone School *
 * * * * *

9. Conclude the exercise by reminding that, to the Arunta, their spirits were found in their churinga. This is animism. It is an example of a part of the Aborigines' way of life that no one else, not even an anthropologist, could ever claim to really understand. But we must try, if we are to know them as they really are.
10. The churingas with accompanying descriptions may now be displayed.

EVALUATION:

Did the
student finish the
churinga and accompany-
ing paragraph
work?

Has
the student
developed an under-
standing of
animism?

Summary

Define animism.

Show the connec-
tion between
"Dreaming" and
the spirit world.

Make a churinga,
an animistic
example from the
Arunta tribe

A N I M I S M



ACTIVITY 14

TOPIC: Kinship Patterns in Aboriginal Life

INTENT:

- a) That the students will see relationships between the Australian Aborigines' kinship patterns, their religious beliefs, and their natural world.
- b) That students will realize the contrast between the Aborigines' kinship patterns and those of Western culture.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines
- b) Diorama
- c) Modelling clay, small pieces of colored cloth or paper

SUGGESTED PROCEDURE:

1. Ask the students what the word "kinship" means to them. Answers will vary but should indicate "relationship" and particularly "relationship through blood ties."
2. Ask the students to turn to pages 22-23 of Aborigines and read the pages orally. Tell them before beginning that they will be able to discover from this reading what "kinship" means to the Aborigines. After reading pages 22-23 together, ask the students to record in their notebooks what they think kinship means to the Aborigine. Answers similar to these might be given:

* * * * *

- * a) Aborigines were related through the "totem" to plants, animals *
- * or objects. *
- * b) Aborigines had blood relatives. *
- * c) The Aborigines had a class structure. *
- * d) Everyone an Aborigine knew was a relation of some kind. (From *
- * page 23) *

* * * * *

3. Discuss the family tree on page 23. Read through the description with the students and draw some contrasts between this family tree and their own.

Examples:

- a) Narit's uncles and aunts have different kinship titles.
- b) Narit's male cousin on the Dhuwa and his wife have the same kinship title.
- c) There appears to be a mixing of the clans (e.g. Dhuwa and Yuki-yuko).

Contrasting the above examples with our own family trees:

- a) We have uncles and aunts - the same kinship title.
- b) We have a wife and a cousin - two distinct titles.

Students should be encouraged to find other combinations and contrasts.

Explore together the other combinations and contrasts that the students may find.

4. In order to emphasize the clan aspect of Aborigine life, follow one or other of these activities:

- a) Dress some of the figures on the diorama in different colored small pieces of cloth.
- b) Draw figures on the mural and clothe them as is shown on page 23.
- c) Make figures out of modelling clay, clothe them and place them on the diorama.

5. End the lesson by re-emphasizing:

- a) The kinship concept of the Aborigines. (related to everyone)
- b) The clan and the idea of the "two" sides for marriage purposes.
- c) The fact that the Aborigines' culture remained totally constant, in complete harmony with nature, and adequately serving the needs of the people for many thousands of years before the arrival of Europeans.

EVALUATION:

Did the
student demonstrate some
understanding of the contrast of the
Aborigines' kinship pattern to
that of their own
family structure?

Summary

Define the con-
cept of kinship.

Explore the kin-
ship rites of the
Aborigine.

Diorama activity
on the Aborigine's
kinship.

K I N S H I P

CHALLENGE



Find as many social behaviors as you can among the Aborigines that are alien to your culture. List these in point form.

ACTIVITY 15

TOPIC: Socialization Patterns in Aborigine Society

INTENT: That students will become involved in activities designed to promote understanding of the Aborigines' socialization patterns.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines
- b) Notebooks
- c) Green construction paper (1 per student)
- d) Stapler
- e) Class set of scissors

SUGGESTED PROCEDURE:

1. Ask students "How are you socialized?" (Students will understand the concept of socialization if they have adequately covered Topic 7A). Elicit responses from the class, drawing out the usual answers: e.g. parents, school, church, friends. Have students record this information in their notebooks.
2. Ask students if they know how the Aborigines were educated traditionally (in their natural state). Elicit responses again and record on blackboard.
3. At this point refer to Aborigines and have students read page 28 referring to pictures and captions as well.



4. Draw the facts from the book together with the students' ideas in a brief discussion, arriving at the conclusion: "Aborigine children learn by watching, copying, and listening to the adults." At this point reinforce the definition of socialization. Record this information in notebooks.
5. Activity: "Now you will learn something in the same way an Aborigine child does."
Hand out the green construction paper. Using page 44 in Aborigines, demonstrate the making of the "Palm Leaf Basket" in front of the class, explaining carefully, what to do. Have the students copy your technique and do the exercise totally without the aid of the textbook. These finished products can go in the diorama or on display.
6. Close by reinforcing the idea that they have just learned in the same way as Aborigine children must learn all things. That is, without books, films, etc. For those who have a particularly inquisitive mind, an experiment could be set up, using ideas on page 44, to identify various pros and cons of the Aborigine/Modern approaches to socialization. Some very interesting insights into the nature of the Aborigines' culture, as well as our own, might result.

EVALUATION:

Did the
students complete
the palm leaf
basket?

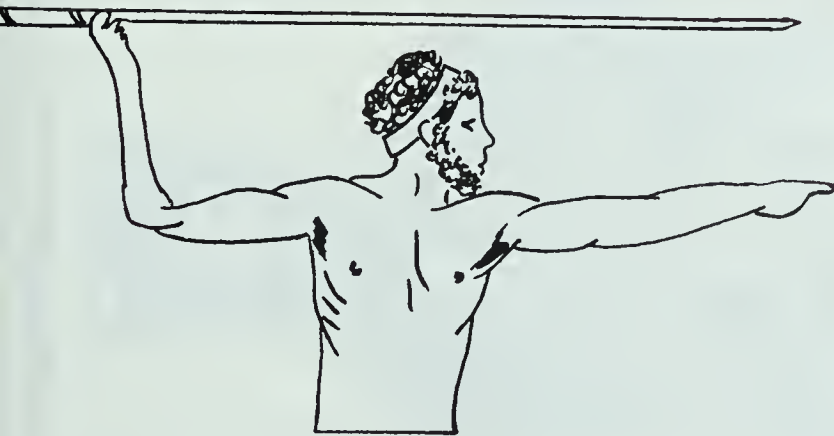
Summary

Find out how the Aborigine
is socialized in his culture.

LEARN
TO DO
BY
DOING

Do the activity simulating
an Aborigine's education
experience.

CHALLENGE



Create a sign language of your own
based on our culture. Use an
Aborigine's sign language as an
example. This is displayed on page
46 of Aborigines.

ACTIVITY 16

TOPIC: Some Aborigine Art Forms

INTENT: That students will view drawings, photographs, and painting in order to explore further the Aborigines' expression through art forms.

TIME : 40 minutes

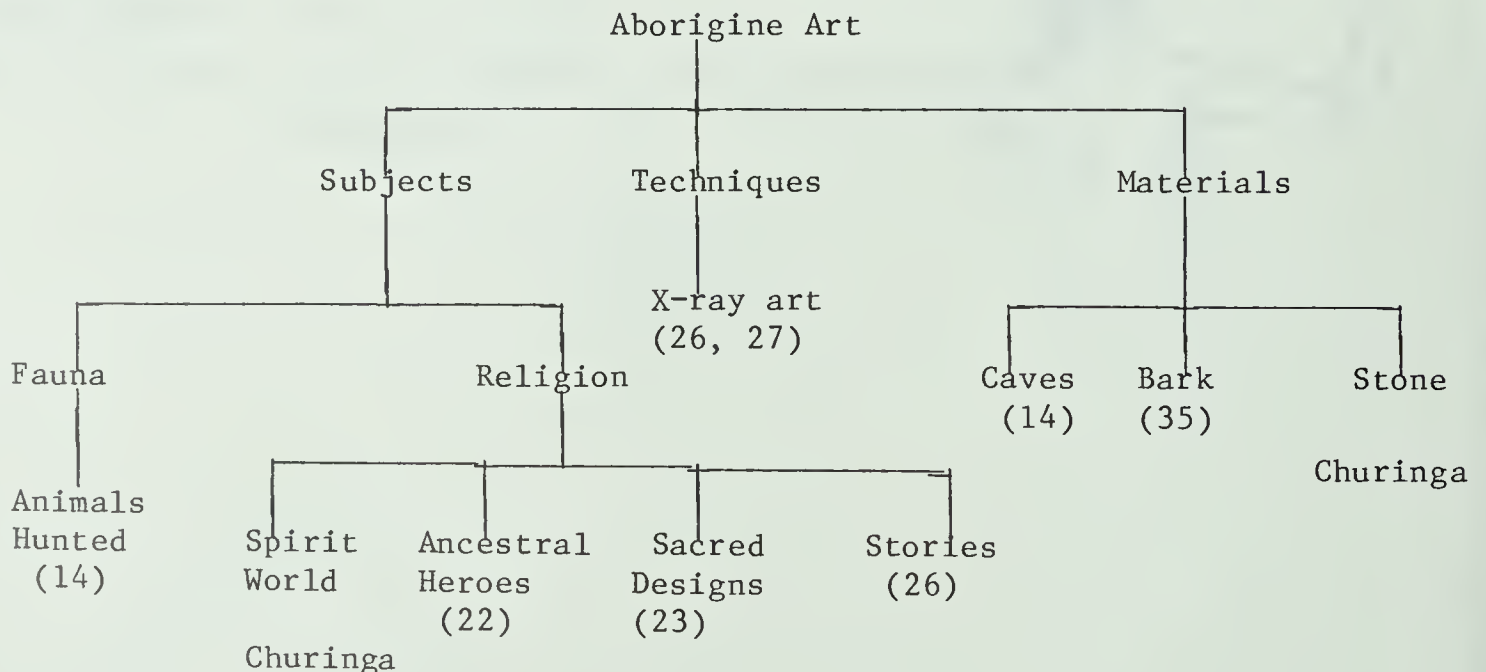
INSTRUCTIONAL

MATERIALS:

- a) Aborigines
- b) Diorama or mural
- c) Art paper and crayons

SUGGESTED PROCEDURE:

1. Give the students an outline of the subjects drawn by the Aborigines, where the pictures were drawn, and some particular techniques used by them. The presentation might follow this format. The numbers in brackets refer to the pages of the Aborigines where the example can be found.



Discuss briefly the examples found in the book as the lesson proceeds. Students should make brief notes, or the above lecture scheme could be put on the blackboard as the lesson proceeds and the students could copy this into their notebooks.

2. Hand out the art paper and ask students to choose one of the x-ray art sketches on pages 26 and 27 and reproduce it. These sketches could be added to the composite mural. If the diorama is being built, students could decorate the outside of their diorama with x-ray art sketches.
3. While the sketching is proceeding, and in order to set the right atmosphere, read the students the stories told on pages 26 and 27 of the book. Refer to the relevant pictures during the telling of the stories.

EXAMPLE OF STUDENT WORK



M. Souksamlane
Central Junior High
Red Deer

EVALUATION:

Did the
student demonstrate an
understanding of the varied
Aborigine art
forms?

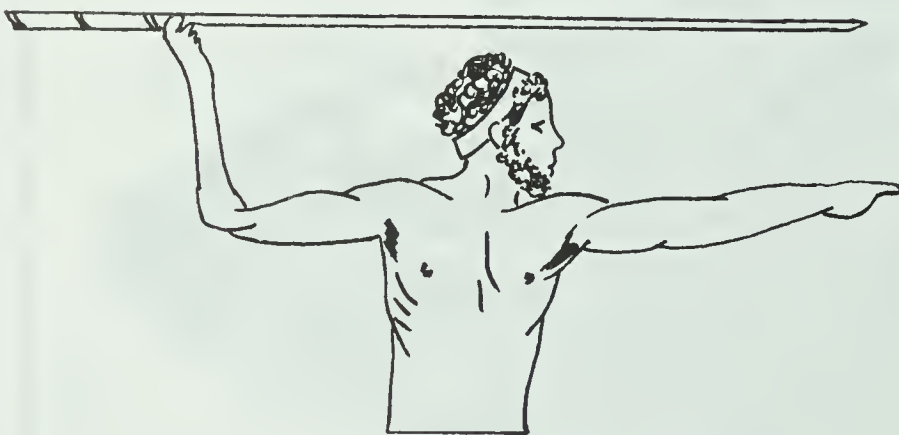
Summary

Review the Aborigine art
completed by students

ARTISTIC

PATTERNS

CHALLENGE



Create an aboriginal design, following the procedure on page 44 of Aborigines.

ACTIVITY 17

TOPIC: Recreational Patterns

INTENT: That the students will become involved in activities designed to promote understanding of Aborigines' recreational activities.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines
- b) Diorama
- c) Stiff card (for each student)
- d) Scissors

SUGGESTED PROCEDURE:

1. Time should be given, first of all, for students to complete the sketches that were started in the last lesson.
2. When all are ready to proceed, tell the students that today they are to look at the boomerang and the role it plays in the recreational activities of the Aborigine. Ask students to describe, orally, what a boomerang is. One of the answers should be that the boomerang is a weapon that returns to the sender. Point out that, for the most part, the returnable boomerang was a recreational device. The hunting boomerang was a non-returnable weapon. The Aborigine used the returnable type of boomerang in games by himself or with his friends.
Class Discussion Topic: "In non-industrial societies, work and recreation were not so sharply differentiated as in modern culture."
3. Ask students to turn to pge 44 of Aborigines where instructions are given in the construction of a cardboard boomerang.

Give out card and scissors to the students and ask them to follow the instructions given there. Allow students to construct the boomerang and try it out. If time allows, they may decorate the boomerang with some design. As an interesting discussion topic, raise the question of how the boomerang might have been "invented". Leave students with the thought that the Aborigines, while they "invented" the boomerang, did not invent a "wheel". Which "invention" would have prepared them better for coping with Western technology and culture?

4. In order to show recreational activity on the diorama or mural, figures with boomerangs could be created or sketched. The diorama now shows vegetation , animals, man and technology.

EVALUATION:

Did the student
satisfactorily complete and construct
a boomerang?



Summary

Analyze uses of
"bommerangs"

Consider purposes
of "recreation"

Add bommerangs
to diorama



ACTIVITY 18

TOPIC: Individual Roles in the Aborigines' Culture

INTENT: That the students will identify the social patterns of the Aborigines through a study of the respective roles they play in their society.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS: a) Aborigines
b) Student notebooks

SUGGESTED PROCEDURE:

1. Explain to students that they are to find out about the role of the individual Aborigine in his or her society. In other words they are to try to find out what was expected of a woman, of a man, and of a child in that culture.
2. On the blackboard write the pages of the book where students can find information on the roles of each.

<u>Roles of the Aborigines</u>		
The woman's role	The man's role	The child's role
Pages 12 and 13	Pages 14, 16, 18	Pages 28 and 29

Using these headings from the blackboard, students are to make notes about each role in their notebooks. An example of notes on one role is given below:

* * * * *
 * The Woman's Role *
 * Women collected plants, shell fish, small animals and insects. *
 * Women often cooked the men's catch as well as their own. *
 * Women used the digging stick as their main gathering implement. *
 * Women knew the plants that were edible. *
 * Women made belts and necklaces. *
 * * * * *

3. After the exercise, ask students to share their responses. Look for the keys to the roles, such as:
 - a) Women - plant gatherers, cooks
 - b) Men - hunters, tool makers
 - c) Children - learning through imitation and initiation.

4. Ask students now to turn to pages four and five, then eight and nine, of Aborigines. Ask them to identify the roles of the men, women and children in these pictures. This could be done either through discussion or by asking students to record their responses in their notebooks and then to share them.

5. Close the lesson by attempting to create a total class generalization about the nature of roles in the Aborigines' culture, as compared with our own. Acceptable examples would be "Aborigines' roles were defined in terms of the continuing fight for basic survival" or "In the Aborigines' culture, people had no choice (compared to us) in what they would do or how they would do it" or "In the Aborigines' culture, each person felt very important because his/her work was important to the survival of the whole group."



EVALUATION:

Did the
student record the information
about Aborigine roles as
expected?

Summary

R

Define the concept
of "roles."

O

Explore the roles
of man, woman and
child.

L

Record the indivi-
dual role defini-
tions in notebooks.

E



ACTIVITY 19

TOPIC: Completion of Diorama

INTENT: That students will conclude the data gathering and organizing process by completing the diorama or mural.

TIME: 60 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines
- b) Diorama
- c) Mural
- d) Scissors, paper, crayons, etc.

SUGGESTED PROCEDURE:

1. This lesson has been set aside for students to work at and complete the diorama or mural so that the finished products can be used profitably in the analysis and synthesis sections of the unit.
2. If notebooks need to be looked at for arrangement of material on the title page, etc., this is the period set aside for this task. During this lesson go around working with individuals or groups ensuring that the tasks are completed before moving into the next stage of inquiry.
3. Dioramas and displays should be kept in a prominent place during the next two weeks or so since reference will frequently be made to them. The diorama will give easy reference for analysis, synthesis and resolution of the issue.



EVALUATION:

Did the student
satisfactorily complete the diorama
or mural as a data gathering
instrument?

Summary

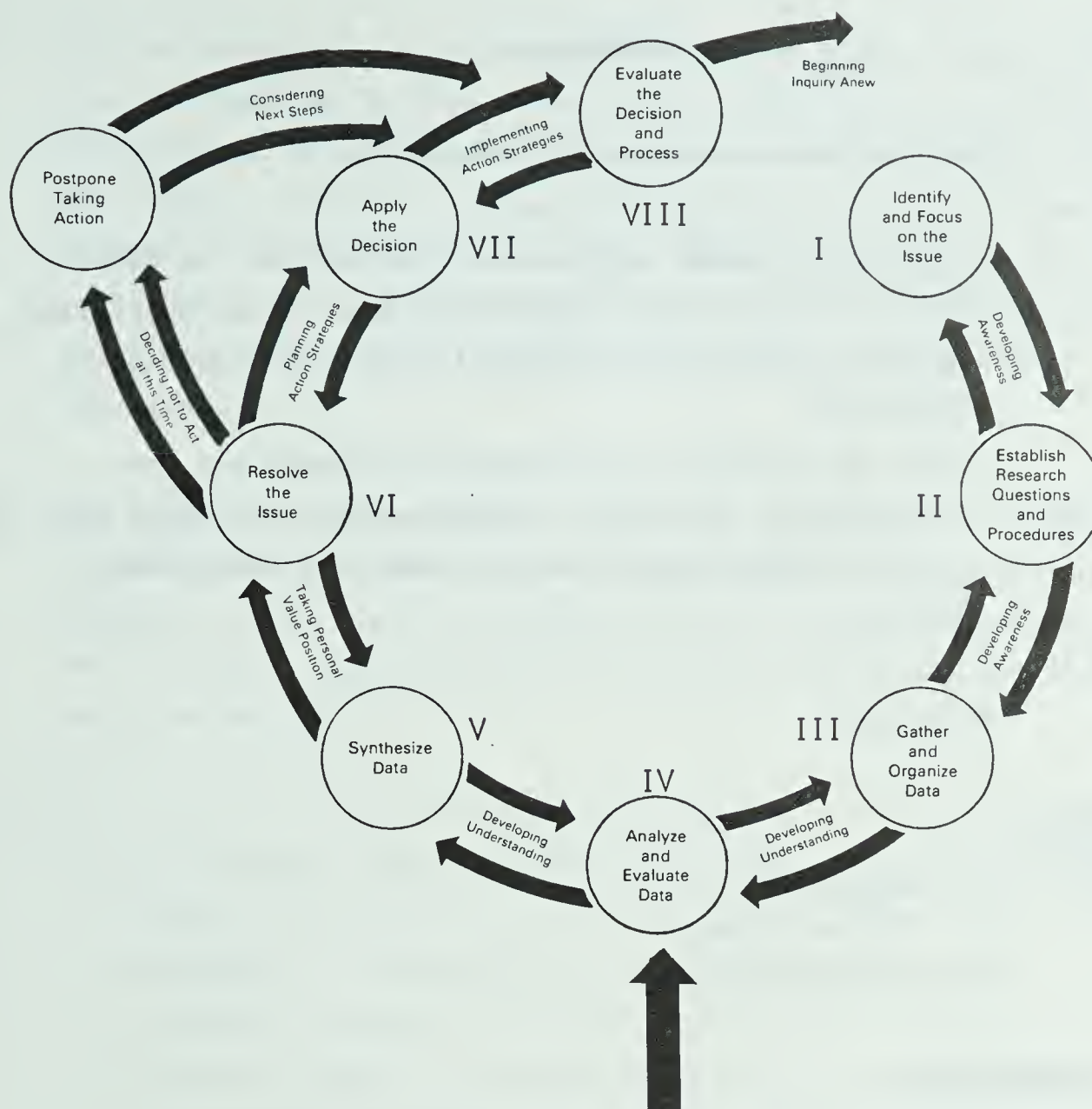
HANDS-ON ACTIVITY PERIOD:
The Diorama etc.

E M P A T H Y B Y E X P E R I E N C E





Judy Wyley



IV. ANALYZE AND EVALUATE DATA

ACTIVITY 20

TOPIC: The Aborigine in Historical Perspective

INTENT:

- That the students will discuss and analyze the data collected about the cultural patterns of the Aborigines, bearing in mind the historical context the diorama describes.
- That the students will develop an empathy for the contemporary Aborigine, through analysis of views held in Western technological society about the Aborigines' culture.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines
- b) Diorama or Mural
- c) Student Notebooks

SUGGESTED PROCEDURE:

1. Take one of the completed diorama projects and discuss with students what it contains. The review of the contents should include mention of some or all of the following features, as delineated in Activity 4 (cultural patterns and research questions):
 - a) Environment, climate, vegetation and physical features.
 - b) The interdependence of Aborigines and their natural habitat.
 - c) The economic, technological, religious, etc. patterns of the Aborigine's culture as seen through the figures in the diorama or mural.

At this point, stop and mention that this diorama or mural is a representation of historical reality - "how it was". Students have, in fact, been involved all this time in an historical study. The life-style of most Aborigines has changed, or is changing, from the way they have seen it portrayed here.

2. Now ask students to turn to page 34 of Aborigines. There they will find the reasons for this change in the lifestyle of the Aborigines. Review pages 34 to 37. Some discussion about the content needs to take place. Point out during the discussion that this is but one opinion as expressed by one author. Other sources might give other points of view. (In particular, they might have different attitudes about treatment of the Australian Aborigines by the European colonists.)

3. Ask students to take out their notebooks and, under the heading, "Reasons for the Change in Aborigine Lifestyles", ask them to list and support reasons for the changes that have occurred during the last two centuries. Some examples of reasons, with supporting evidence, are given below:

- * * * * *
- * a) The land was needed to produce food and materials needed in *
* industrial Britain. *
 - * b) Australia was developed as a colony by Britain in the *
* nineteenth century. *
 - * c) Immigrants came to Australia in increasing numbers and settled *
* on Aborigines' land. *
 - * d) The white men brought disease that the Aborigine could not *
* resist, and so, many died. *
 - * e) The hunting lands of the Aborigine were taken from them and so *
* their major sources of food were also gone. *
- * * * * *

4. After completion of this exercise, responses should be shared with the major reasons being put on the blackboard. Ask the students at this point to give the prevalent viewpoint of the British colonists of the nineteenth century (the land of the Aborigine was theirs by right of conquest).

EVALUATION:

Have the
notes on "Reasons
for the Change in Aborigine
Lifestyles" been
completed?

Summary

Review completed
dioramas, etc. and
emphasize "This is
how it was".

Discover and list
"Reasons for Change
in Aborigine Life-
styles".

Class discussion on
the effects of the
"white settlement"
of Australia.

C H A N G E



ACTIVITY 21

TOPIC: Assessing the Data Sources Used in the Research

INTENT: That students will consider whether the data sources they have been using are reliable, and whether their own tentative judgements are valid.

TIME: 40 minutes

INSTRUCTIONAL a) Aborigines

MATERIALS: b) Student notebooks
c) Library references

SUGGESTED PROCEDURE:

1. Discuss with students whether they can have confidence that the materials they have been using in this unit are "fair". Point out that since the text Aborigines has been the main source of information and ideas, its quality as a resource must be assessed.
2. To help students organize this analysis, complete with them a blackboard summary under two headings:

What is a "fair" textbook
for culture study?

How can we check whether this
textbook is "fair"?

Possible summaries might look like this:

What is a "fair" textbook
for culture study?

1. Written by an authority e.g. anthropologist.
2. Gives several points of view.
3. Interviews real, living people.
4. Contains no factual errors.

How can we check whether this
textbook is "fair"?

1. Consult L.A. teacher for help identifying language devices.
2. Compare to other books on the subject.
3. Analyze for bias.

3. Subsequent inquiries by students could include the following exercises:
- What are the credentials of the author?
 - Why do you think the cover photograph was chosen?
 - What other poses and concepts could have been used?
 - Does the author state clearly her own value position? If so, what is it? If not, should she?
 - Is this text similar to, or different from, other texts on the subject? How? (Assuming that others have been collected and reviewed during the course of the unit.)
 - Do the illustrations and printed descriptions in the text support each other?
 - Should the broader Australian culture be described in the text? By not describing it in detail, what effect does this have (if any) on the attitudes and feelings of the reader toward the issue?
4. Conclude the lesson by asking students to write a paragraph outlining whether they think that the book Aborigines is:
- a) fair to the Aborigines;
 - b) fair to the modern segment of the Australian population.
- Ask for supporting evidence. Give credit if students point out that any conclusions must be tentative, since limited time and sources of comparative information have been used.

EVALUATION

Has the
student participated
in the materials-analysis
activity?

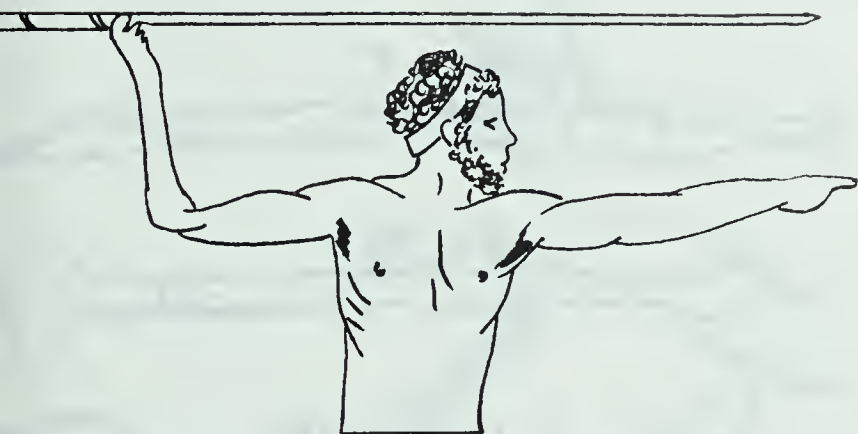
Summary

A T T I T U D E S

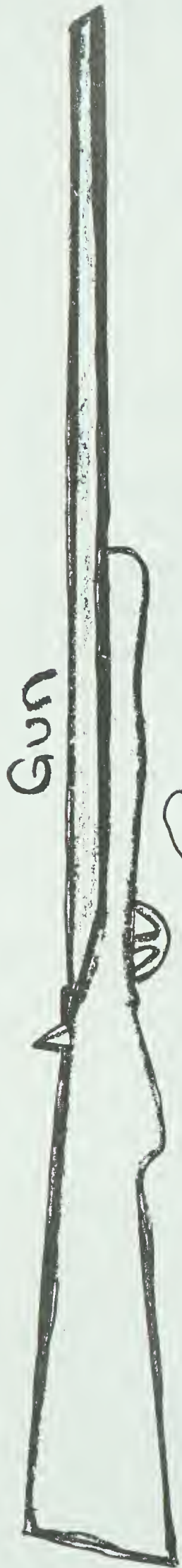
Develop criteria for
materials analysis

Apply criteria to assess
Aborigines textbook

CHALLENGE



In your school library, research the fate of the Beothuk Indians of Newfoundland and the Aborigines of Tasmania. Aren't you very surprised at the similarities? Do you know of any other such examples?



Gun



hammer

(Canada)
(Culture!)

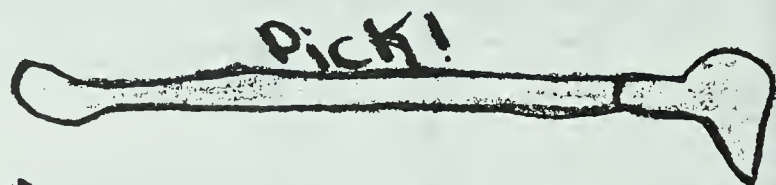


Shovel

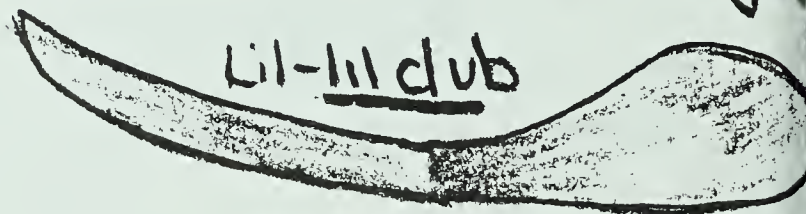
A borlaine
Culture!



spear



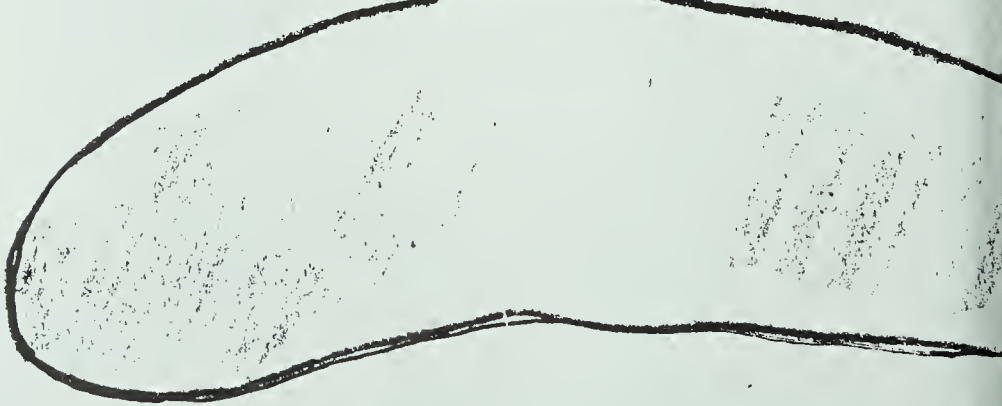
Pick!



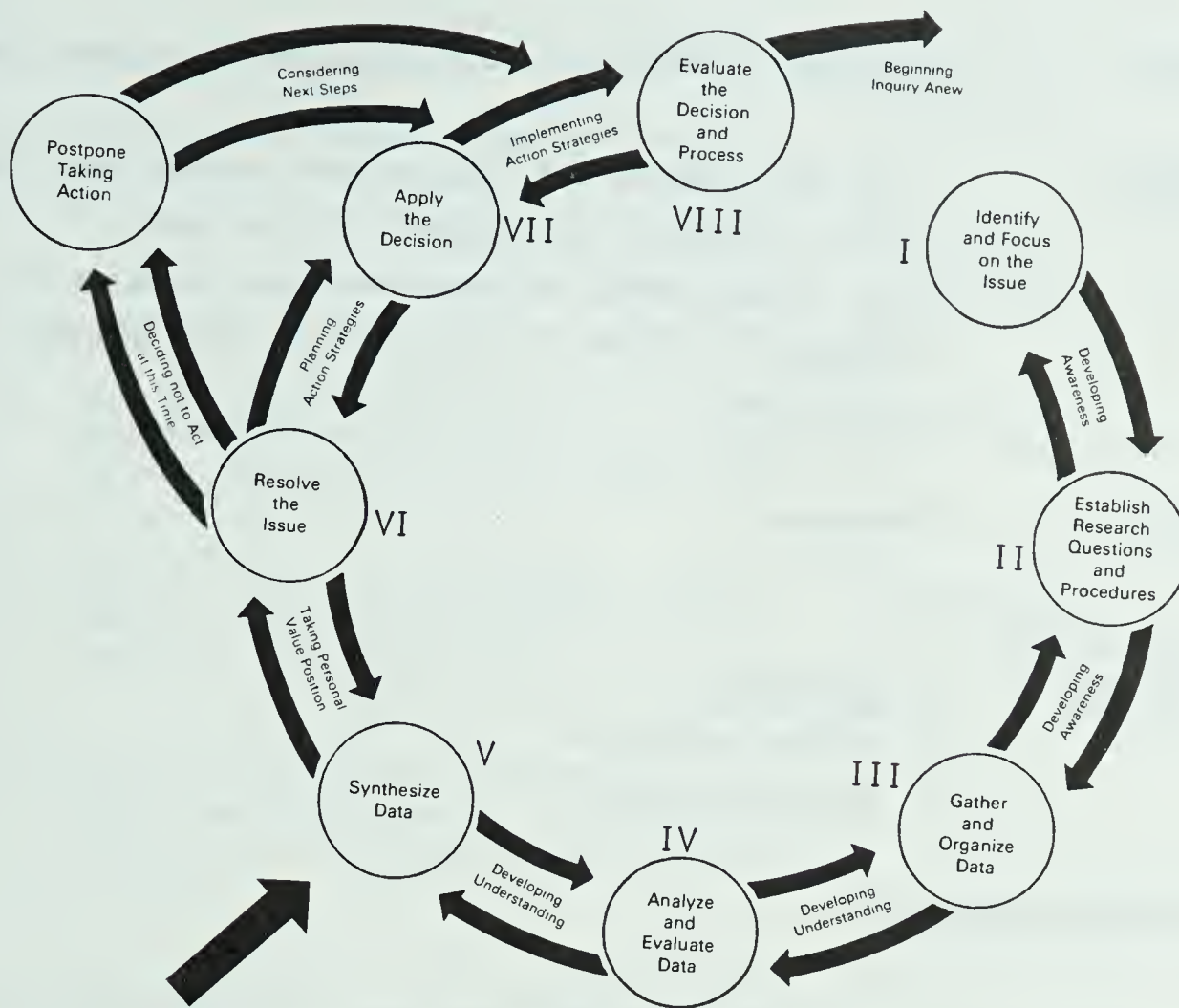
Lil-lil club



Shields



Angela



V. SYNTHESIZE DATA

ACTIVITY 22

TOPIC: The Impact of Western Societies on the Aborigines' Culture

INTENT:

- That the students will diagram how and why the lifestyle of the Aborigine has changed over the years.
- That students will estimate the impact made on the Aborigines' culture through contact with Western technology.

TIME: 80 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines
- b) Student notebooks
- c) Diorama or mural

SUGGESTED PROCEDURE:

1. Direct students to the quotation from page 42 of Aborigines and ask them what they think it means. Then read the quotation from the top of page 38 and ask if the message is the same. Finally, read the quotation from page 34 and ask after some discussion of it, what this means about the adaptation of Aborigines to the lifestyle imposed upon them by Western technological culture.
2. Using pages 38-43 as the information base, have students complete the following chart. Discuss the results of the individual analyses.

AUSTRALIAN ABORIGINES TODAY	
1. What is the total Aborigine population?	
2. What % of the total population of Australia (15,000,000) is this?	

AUSTRALIAN ABORIGINES TODAY (Continued)	
3. Rate the employment opportunities of an Aborigine.	Excellent _____ Poor /_____/_____/_____/_____/
4. Rate the health standard of an Aborigine.	Excellent _____ Poor /_____/_____/_____/_____/
5. Rate the opportunities for involvement by Aborigines in modern Australian culture (sports, government, arts, profession.)	Excellent _____ Poor /_____/_____/_____/_____/
6. Rate the quality of Aborigines' land reserves (refer back to your physical geographic maps for help).	Excellent _____ Poor /_____/_____/_____/_____/
7. How do the Aborigines seem to feel about their traditional way of life, compared to modern society? (Describe in a sentence or two.	

3. Conclude the lesson by going back to the diorama. Review the contents again. Return to the quotation on page 42 written by Joyce Hall. Ask which life the Aborigine seems to prefer and why.
4. Some students may wish to construct a diorama of the Australian Aborigines' environment today. Some of the activities that might be represented in this diorama are shown on page 43 of Aborigines.



EVALUATION:

Was the
student able to use the diorama
as a data gathering instrument for the
interpretation of facts used in
this lesson?

Summary

Compare quotations
of Aborigines
reflecting the
changes in their
culture.

Do the notebook
Activity,
"Australian
Aborigines Today."

Refer back to
diorama, etc. and
assess under which
system the Aborigine
was the happiest.

B E F O R E

A N D

A F T E R



ACTIVITY 23

TOPIC: Confrontation at Noonkanbah.

INTENT: That students will move toward full synthesis of their research data by identifying specific alternatives in a real-life confrontation between the Australian Aborigines and technological society.

TIME: 40 minutes

INSTRUCTIONAL a) Aborigines

MATERIALS: b) "Defiant Tribesmen oust oil-drillers from holy site"
Article, Student Resources, SR6

SUGGESTED PROCEDURE:*

1. Ask the students to turn to page 40 of Aborigines where they will find a map of Australia. Tell the students that they will be involved in the re-construction of a human drama that took place in 1980 in the north of the State of Western Australia. What can be recalled about the physical geography of this region?
2. Set the stage for the activity by reading the following paragraph from the article "Defiant Tribesmen oust oil-drillers from holy site", Sunday Times, April 1980. (SR6)

"The Sacred site, near Noonkanbah 1300 miles north of Perth, is in the centre of a vast red plain, ringed by purple hills in which the tribe has its ancestral burial caves. The site is called the Goanna Dreaming Place - the goanna being a giant lizard that provides the aborigine's favorite food. They were horrified when they learned that the government (of Western Australia) had given permission for drilling (of oil) at the Dreaming Place. This desecration, they believed, would provoke the wrath of their gods and lead to the extinction of the lizards".

*Activities 23-24 were not included in the pilot study for this unit. Streamlining may be necessary.

Review the paragraph pointing out that two groups are involved in a direct confrontation: a tribe of Australian Aborigines, and an oil exploration company that has been given permission by the government to drill on the sacred land. There is an "oil crisis" in Australia, as everywhere, and the Government of Western Australia wishes to become self-sufficient in energy.

3. Ask the students to decide which point of view they would like to take in this exercise: that of the Aborigines or that of the oil company. Advise students that, either as oil drillers or as Aborigines, they will be asked to predict the sequence of events that actually occurred, then check their predictions against what actually transpired.

4. Ask the students to write a caption in their notebooks that shows clearly whose point of view they will be representing in this simulated activity.

Some examples of possible captions are given below and might be briefly discussed before students begin.

* * * * *																			
* <u>Oil Driller Interests</u> *										* <u>Aborigine Interests</u> *									
* 1. Oil Reserves need to be										1. The oil company wants to take*									
* developed for the benefit										our land from us. *									
* of Australia.										2. Hands off the sacred Goanna *									
* 2. Oil for the future needs of										Dreaming Place. *									
* Australia.										* * * * * *									

Allow students to share some of their captions before moving to the first prediction - stage of the drama.

5. Depending on which stance the students have taken, ask them to predict, in a few words, under a heading of Stage One: Predictions what might happen when the two groups come together at the drilling site at the Goanna Dreaming Place.

```

* * * * *
*
*           Stage One: Predictions
*
* Oil Drilling Interests           Aborigine Interests
*
* 1. They set up the oil drilling    1. They have some influential
*   equipment.                        Australians along to speak on
*
* 2. They bring a government          their behalf.
*   representative along.
*
* 3. They ask the tribesmen for       2. They accept this as the
*   permission to drill at           modern way.
*
*   Noonkanbah.                      3. They protest.
*
* * * * *

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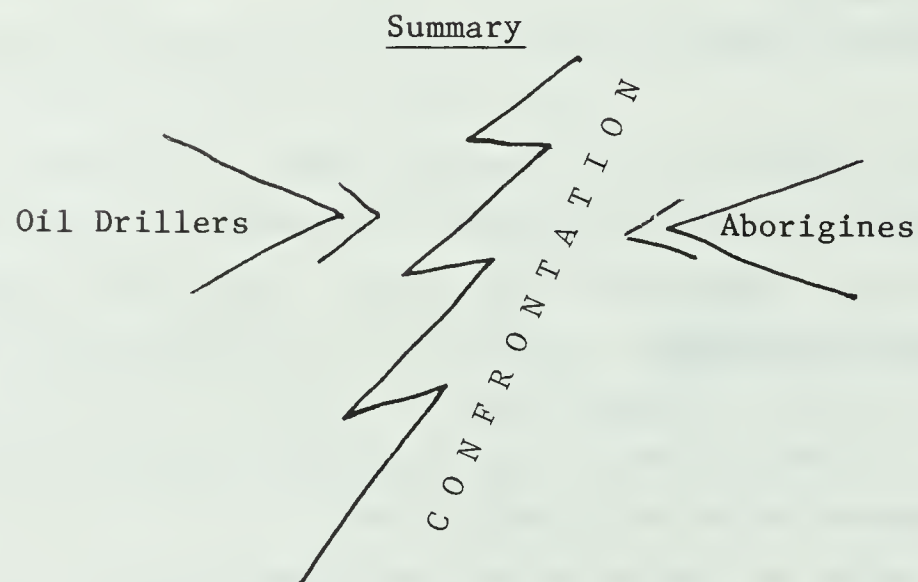
* * * * *
*      Stage One:  What Really Happened at Noonkanbah      *
*
* Oil Drillers | Aborigines *
* They started to work in the area. | They held a corroboree. *
* | They told the drillers to leave *
* They packed up and left when | or their machinery would be *
* approached by the tribal | destroyed. *
* spokesman. | They held a victory corroboree.*
* * * * *

```


7. Have students compare these answers with the predictions they made previously. Were there any surprising turns of events? Indicate that this is not the end of the matter, and that next lesson they will forecast what happens when the oil drillers returned to the site four months later.

EVALUATION:

How well
did the students complete
the prediction
exercise?



Defiant tribesmen oust oil-drillers from holy site

by Jan Mayman, Noonkanbah, Western Australia

TRIBAL aborigines in Western Australia's far northwest drove a team of American oilmen off their land last week just before the oilmen were to start drilling on one of the tribe's most sacred places. This victory for aboriginal rights against the combined forces of Australian officialdom and international business looks like an historic "turning-point." But the fight is not over.

The aborigines' action has angered Western Australia's Liberal-Tory government and the Amax Exploration Company, a subsidiary of the giant Amax corporation based in Houston, Texas. The state's tough premier, Sir Charles Court, says the sacred site will be drilled, whether by Amax or another company.

The sacred site, near Noonkanbah 1,300 miles north of Perth, is in the centre of a vast red plain, ringed by purple hills in which the tribe has its ancestral burial caves. The site is called the Goanna Dreaming Place—the goanna being a giant lizard that provides the aborigines' favourite food. They were horrified when they learned that the government had given permission for drilling at the Dreaming Place. This desecration, they believed, would provoke the wrath of their gods and lead to the extinction of the lizards.

The tribesmen went to law to prevent the drilling, but lost. Then they appealed to state anthropologists—who said it was indeed a sacred site and must not be drilled. Still the government insisted that work must go ahead.

Last Tuesday the aborigines prepared for a showdown by holding an all-night corroboree, a tribal meeting with music and sacred rites. At sunrise 150 men and boys assembled on the site. For three hours, tribal elders and "law men" in their midst debated a plan of action, while the oilmen's earthmoving machinery roared and clattered nearby and a group of white men stood watching uneasily. A

dozen khaki-clad, policemen waited in the background.

At last the tribe sent a spokesman, Ivan McPhee, to the Amax site manager, an Englishman named Tom Lyons. "The time for talking is over. You must pack up and leave our land," said McPhee. "We give you two, three hours to get your machinery off." His fellow-tribesmen pressed close behind him and one of them shouted: "If you don't go we'll pull down your tents, pull down everything!"

Lyons capitulated: "All right, we shall leave as soon as we can pack."

The aborigines and watching journalists were astonished. The aborigines had been expected to be arrested. Now they began an impromptu victory corroboree singing and dancing as the Amax team moved off. Within two hours the only trace of the oilmen was a lone claim peg marking the spot where the Americans had planned to begin drilling this week.

Politicians in Perth, far away to the south, were amazed at the oilmen's climbdown. The Court government had given them unqualified support in the face of heavy criticism in which many white Australians joined, including the state's Labour opposition.

Court and his ministers have accused the Noonkanbah aborigines of attempting to use sacred sites as a lever to win rich royalties from the government. The aborigines have always denied this. "We don't care about money, only our sacred places, our law, our religion," said one of their spokesmen, Dickey Skinner. "The Amax people want to fence off our sacred site for their drilling. This is like locking white Christians out of church. You can't see our spirits, but you can't see God, either."

With one-thirteenth of Western Australia's million square miles now controlled by aborigines in reserves and in leases or cattle-grazing, the issue is a serious one for its government, which sees mining development as its great hope.

Sunday Times
April 6, 1981

ACTIVITY 24

TOPIC: Noonkanbah: four months later.

INTENT: That students will continue to work with a specific case study in order to synthesize the major viewpoints for the issue.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines
- b) "Defiant Tribesmen oust oil-drillers from holy site"

Article, Student Resource, SR6

SUGGESTED PROCEDURE:

1. Tell the students that four months have now gone by in the real-life drama of Noonkanbah. The oil drillers have had their contract with the State Government re-affirmed, and are expected to begin drilling again very shortly.

Set the scene: It is now July. What will the drillers do? What will the Aborigines do?
2. Students, taking the same point of view as in the previous activity, should now write the heading Stage Two: Predictions in their notebooks, and record what they think the drillers or Aborigines will do next. Some examples of possible answers are given below.

```

* * * * *
*
*      Stage Two:  Predictions
*
*  Drillers      |      Aborigines
*
*  Start-up operations again.      Prepare for another
*
*  Bring supporters such as        confrontation.
*
*  lawyers along with them.        Appeal to the government.
*
*  Leave the land alone.           Have a corroboree.
*
* * * * *

```


3. When predictions have been written out, and ideas shared, read the following article from the Sydney Morning Herald of July 30, 1980.

"Perth - The Amat oil rig convoy rolled into the Noonkanbah drill site without resistance last night - but its controversial 2,240 kilometer trek may have been in vain.

Noonkanbah Aborigines and their supporters called off a last-ditch confrontation after learning that 15 key workers, the drill operators, had refused to operate the rig.

The surprise anti-climax came only hours after 22 people, including five clergy, had been arrested at a roadback on the access road to Noonkanbah Station.

The Union president, Mr. Hawke, said in Brisbane yesterday, that the drill rig operators had voted overwhelmingly in Perth yesterday morning to ban the operation."

Now ask students to fill out the table Stage Two: What Really Happened at Noonkanbah. Students will record for each group (drillers and Aborigines) as was done in the first instance.

Some acceptable answers are given below:

* * * * *	
* <u>Stage Two: What Really Happened at Noonkanbah</u> *	
* <u>Oil Drillers</u>	<u>Aborigines</u> *
* Refused to operate the rigs.	With support, prepared for a *
* Union voted to ban the	confrontation. *
* operation.	Called off the confrontation. *
* * * * *	

4. Review Stage Two by asking students if they see a pattern emerging. The following questions may help to clarify the situation:

- Who seems to be on the Aborigines' side throughout? Why do you think this is so?
- Who seems to be constantly opposed to the Aborigines' cause? Why do you think this is so?

The students should see from this that throughout the whole sequence of events there was public sympathy for the Aborigine's cause, but government opposition. It can be assumed that many citizens supported the government's stance, however.

5. Tell students that this was not the end of the story. Ask them to write Stage Three: Predictions and then speculate as to what they think happened next.
6. After students have recorded their predictions, read the following paragraphs from the Sydney Morning Herald of August 26, 1980.

"Canberra - The Federal Government and the National Aboriginal Conference failed to achieve a breakthrough on the planned oil drilling at Noonkanbah despite a four hour meeting here yesterday.

The Prime Minister, Mr. Fraser and seven senior Federal ministers could also not convince the Aboriginal Conference Executive to cancel a planned trip to Geneva this week to put the Noonkanbah dispute before a United Nations forum on discrimination."

Have the students complete the chart: Stage Three: What Really Happened at Noonkanbah. Some appropriate answers are given below:

* * * * *	
* <u>Stage Three: What Really Happened at Noonkanbah</u> *	
* <u>Oil Drillers</u>	* <u>Aborigines</u> *
* Government encourages the oil	They approach the United Nations*
* company to carry on with the	to help their cause at *
* drilling operation.	Noonkanbah. *
* * * * *	

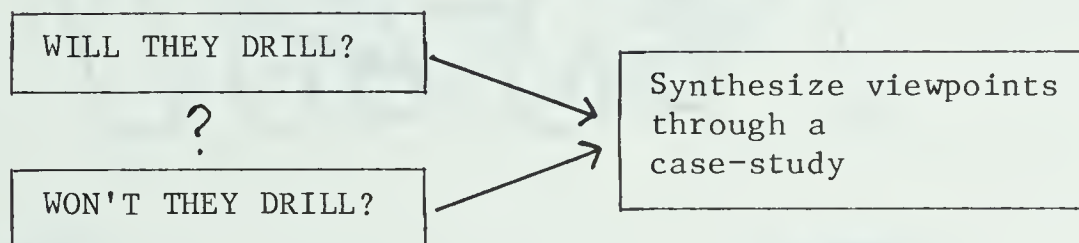
7. In summary, tell the students that the drama that they have been re-constructing is typical of many involving aboriginal (non-industrial) people in the world today. Solutions that are satisfactory to both modern and aboriginal cultures are difficult to create. (Refer to Appendix 4 for brief descriptions of some recent outcomes to

Noonkanbah, and current attempts in Australia to deal with aboriginal issues. Do not read these to students at this time, since it will affect the next activity.)

EVALUATION:

Did the student
complete the various stages of
prediction and checking?

Summary



ABORIGINES.

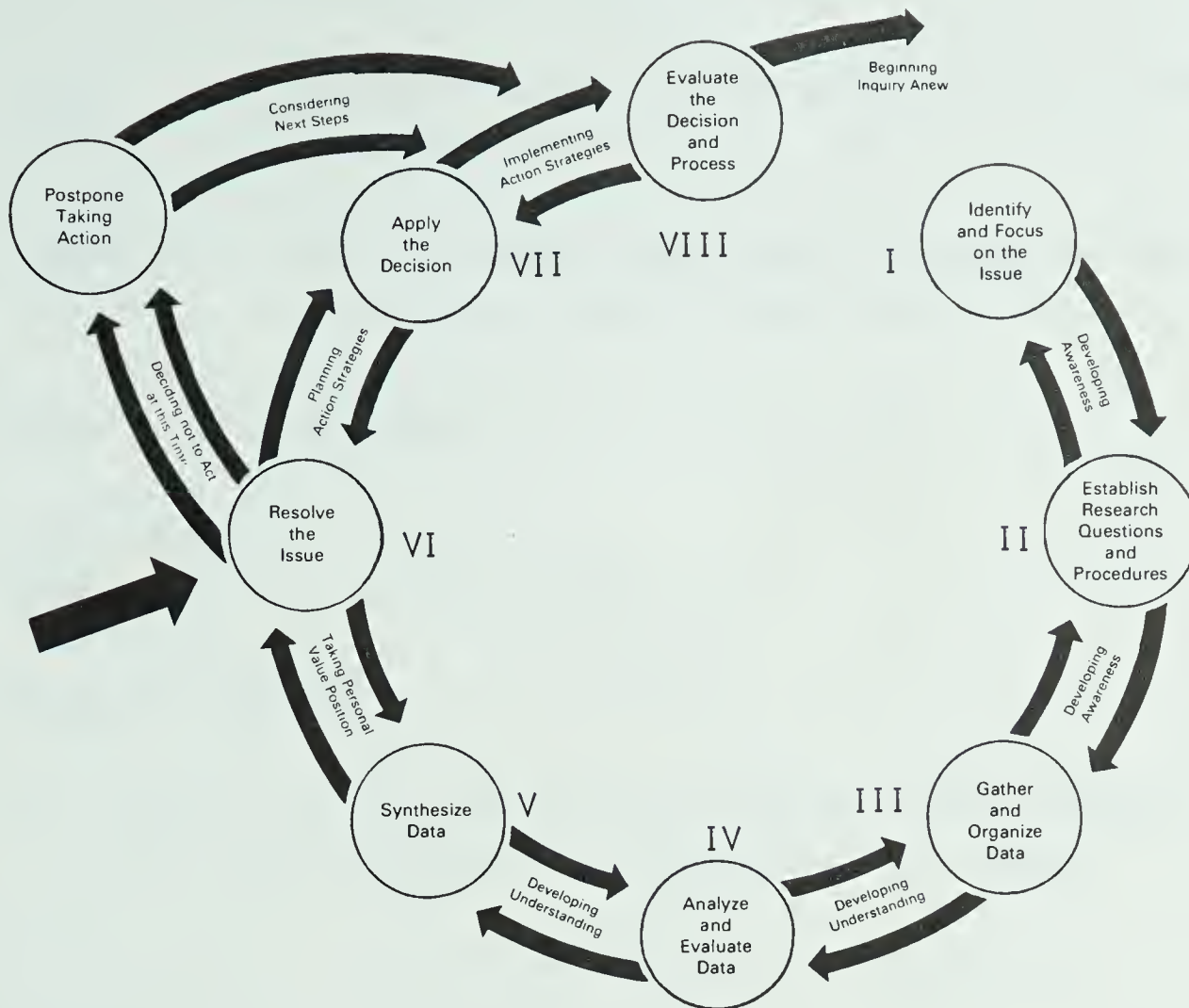
PRIMITIVE

MAN



Jammy Montgomerie
Central Junior High School
Red Deer





VI. RESOLVE THE ISSUE

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT
1954-1955
RESEARCH REPORT
NO. 1

BY
J. J. KATZ
AND
J. J. KATZ

ACTIVITY 25

TOPIC: Policy alternatives for the issue of aboriginal people in modern society

INTENT: That the students will resolve the issue by developing and considering a series of policy alternatives.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS: a) Student notebooks

SUGGESTED PROCEDURE:

1. Develop with the students at least three possible policies for the role of the Aborigine in modern society. For example:

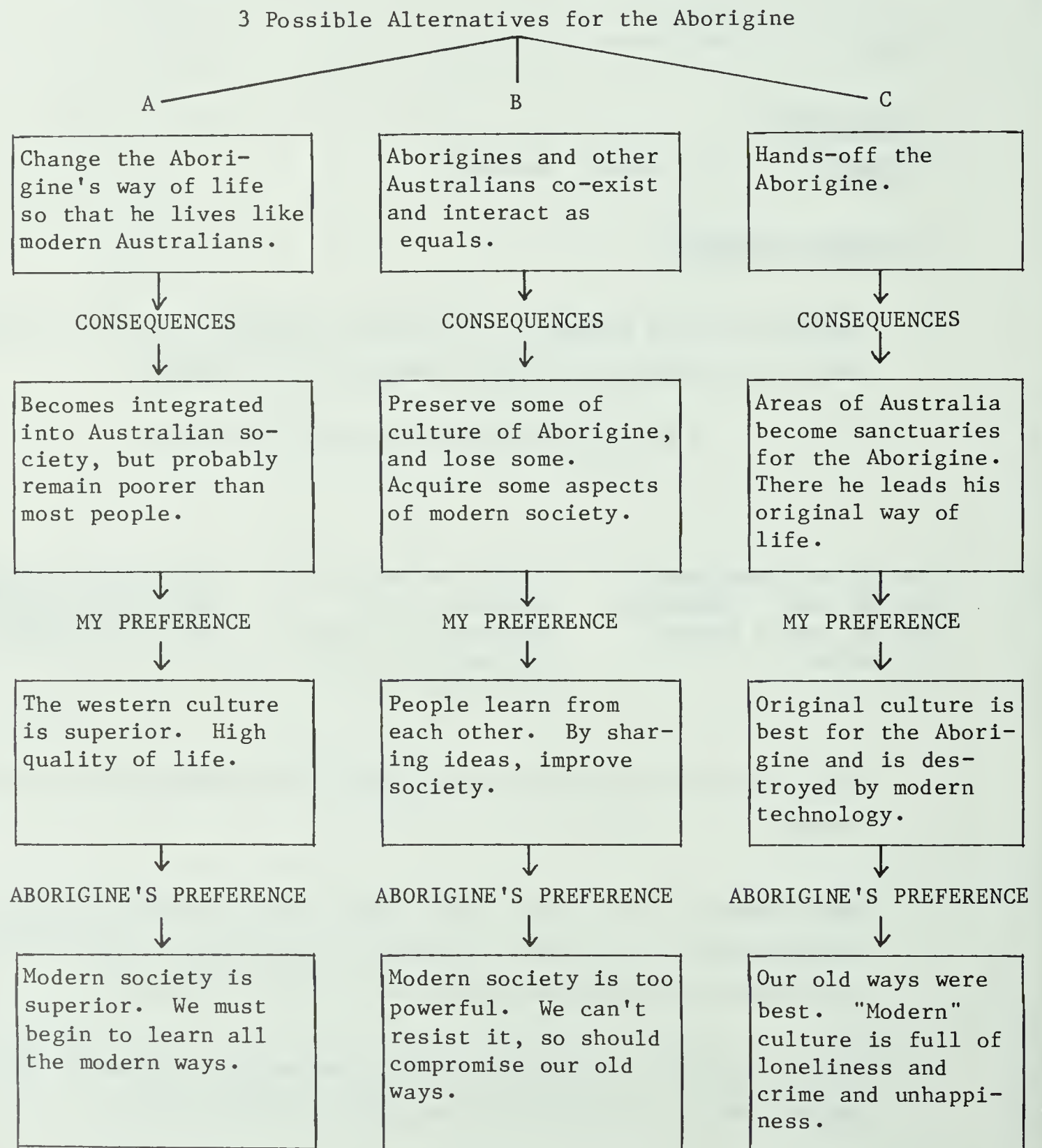
3 Possible Alternatives for the Aborigine

A	B	C
Change the Aborigine's way of life. Encourage him to live a modern lifestyle.	Allow the Australian culture and the Aborigine to interact and influence each other.	Leave the Aborigine alone and preserve his culture intact.

These policy alternatives could be put on the blackboard in the above format.

3. Ask students first of all to write what they think would be the consequences of A, B and C. Share the responses and add the dominant ideas about consequences to the chart on the blackboard.
4. Now ask students to write which alternative and consequence they prefer and why. (Record for use again in Activity 26.)

Finally, ask students to look at these alternatives from the point of view of the Aborigine (i.e. use the Role Exchange test) and see which he might choose. See if there is a correlation between the most frequent class preference and the "Aborigine preference." If there is, say why. If there is not, say why. The final format of the chart on the blackboard might read like this:

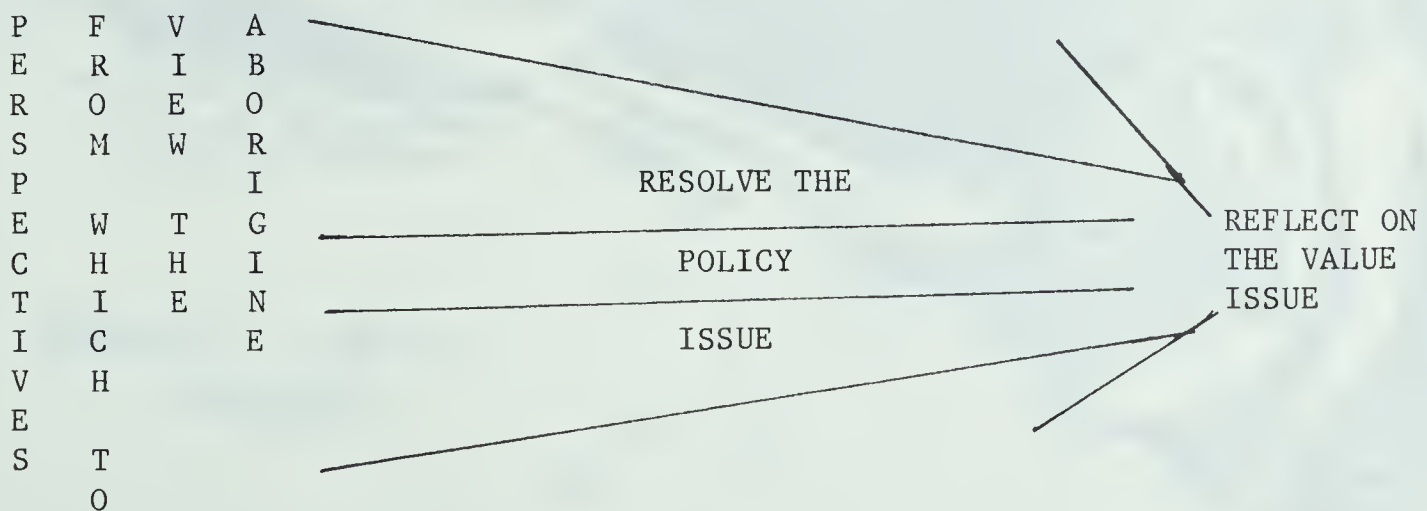


5. Now refer back to Activity 3, where students identified alternatives for the value issue, "Through Whose Eyes Should We View the Aborigine?" Lead a general discussion about factors that must be taken into account in resolving this issue e.g. difficulty of acknowledging multiple perspectives; ethnocentrism; availability of source material. Students have already resolved the policy issue of the relationship of the Aborigine to modern Australian society, and it is not necessary to resolve the broader value issue in specific or definitive terms; it can be left as an important value issue that we must think about and be on the constant alert to broaden our perspectives about.

EVALUATION:

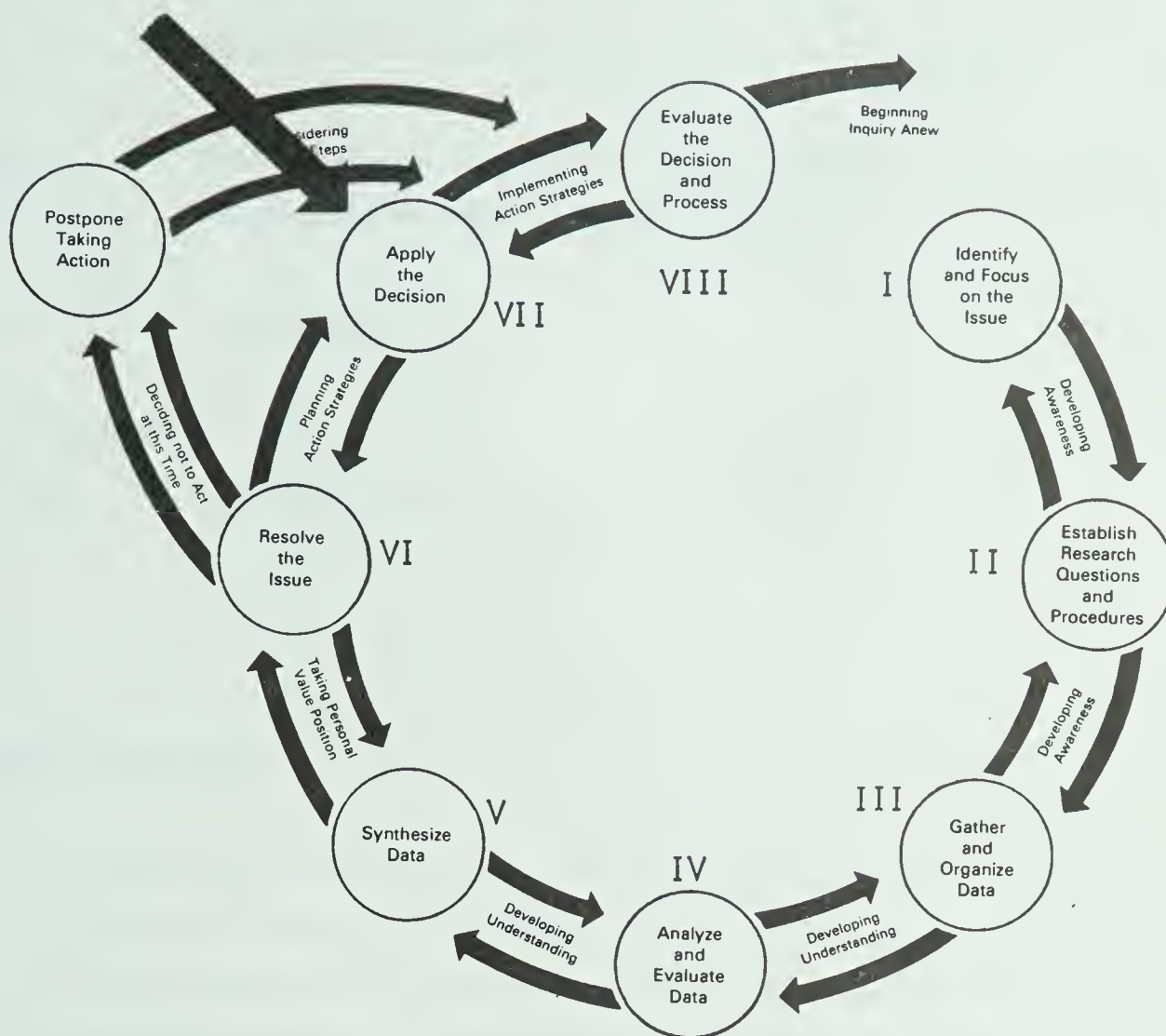
Did the
student complete the
diagram of policy
alternatives?

Summary





Judy Wyley



VII. APPLY THE DECISION

ACTIVITY 26

TOPIC: Role play to test one's decision on the issue

INTENT: That students will test their decision on the issue of aboriginal people in modern society.

TIME: 40 minutes

INSTRUCTIONAL

MATERIALS:

- a) Aborigines (Front Cover)
- b) Student notebooks
- c) Diorama or Mural
- d) Role cards, SR1

SUGGESTED PROCEDURE:

1. Ask students to take out the book, Aborigines and look again at the front cover. Recall that on most previous occasions when they looked at this picture the purpose was to determine how tourists, engineers and the like looked at the Aborigine and reacted to his presence. This time, they are to reverse the situation somewhat and let the Aborigine react to the presence of these individuals. In so doing, they will use as a basis their personal policy preference for the role of Aborigines in modern society that was arrived at in the diagram exercise in Activity 25.
2. Now tell the students that in order to react as the Aborigine would, they need to identify some of his possible reactions. These will depend on the policy preferences that resulted from the previous activity (25). Elicit 3 or 4 possible emotions: e.g., Anger, Sorrow, Confusion, Hope. Have students recall some times when they experienced some of these feelings. Discuss a few examples. Now tell them that they will try to portray these reactions in a little play that they are to make up and present. The subject of the play is the Aborigine on the front cover of the book, Aborigines.

4. Have the students arrange themselves into groups of 5, according to whether they preferred policy alternative A, B or C in Activity 25. Now ask each group to pick 4 of the characters out of the following list:

#1 Resource Developer	#6 Artist
#2 Technological Scientist	#7 Linguist
#3 Businessperson	#8 Tourist
#4 Teacher	#9 Politician
#5 Christian Missionary	#10 Anthropologist

When the groups have chosen 4 role card characters, ask every group member to answer the following question:

"Using the policy alternative that you prefer for the role of the Aborigine in modern society, how do you think the Aborigine (on the front cover) would react to the role card character, as that character approaches the Aborigine?

Students should record four statements in their notebooks, one for each character. Each student should then be given opportunity to share his statements with other students in the group, in preparation for next day's play acting. These statements are then consolidated so that what results is One Aborigine View on each of the four characters. These must be carefully recorded, for use the next day. Some possible examples are:

Policy Alternative A reaction to Teacher: I welcome you here, since you will help me learn how to improve my lifestyle.

Policy Alternative B reaction to Anthropologist: I am afraid of you, but I have hope that you will be able to help your own people, and mine, learn to respect each other.

Policy Alternative C reaction to Resource Developer: I do not want you here. You will destroy my way of life.

EVALUATION:

Did the student
participate satisfactorily in
"reaction" activities?

Summary

Discuss reactions with
students e.g. anger,
sorrow

R E A C T I O N

Group work on
role card
characters

ACTIVITY 27

TOPIC: The Aborigine comments

INTENT: That students will apply the decision by engaging in a role exchange activity to see the Aborigine through his own eyes.

TIME: 40 minutes

INSTRUCTIONAL a) Aborigines

MATERIALS: b) Student notebooks

SUGGESTED PROCEDURE:

1. Having had students react as the Aborigine to four role card characters, they are ready to proceed with the concluding role exchange activity.
2. Tell students that each group of 5 is to act out their viewpoints in a play. The central character is the Aborigine on the front cover of the book. The play centers around his reactions to the four role card characters, based on the policy decision from Activity 25. Each member of the group is to portray somebody. One will be the Aborigine, one a tourist or artist, etc. The play will open with the Aborigine alone on the stage. Then, in turn or together, the role card characters will come on and indicate who they represent, and then define their role. When they have left, the Aborigine will voice his reaction to them. This reaction will be based upon the group's policy alternative developed in Activity 26 and the view of the Aborigine of role card characters developed later in that activity. Clear differences between presentations from one group to another should be obvious, since different policies are represented. A concluding activity could be to allow the cast for one or two plays to perform for another grade. Before staging the play inform the audience that this play has a mirror plot. One character is viewed by others and he reacts to them in turn.

We have now given the students a chance to view the Aborigine from several perspectives, to consider the implications of each, to modify or change their positions, to consider the issue in a broad (global) context and, still retain a feeling that a cautious, tentative outlook is important in such inquiries. At this point, the unit can therefore be regarded as completed.

EVALUATION:

Did the
groups participate
in the role exchange
play?

Summary

Groups create
a short play

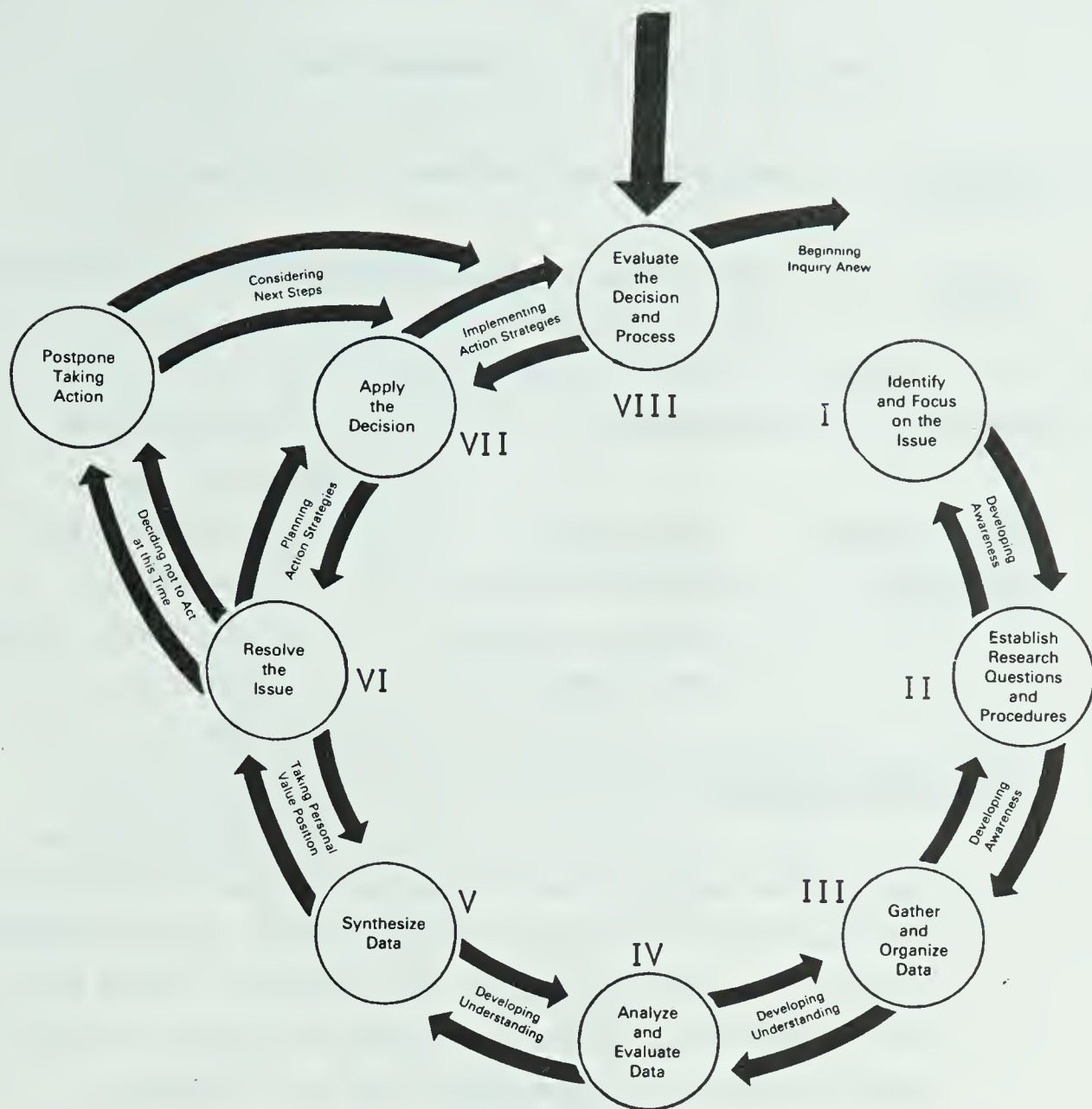
Students act out
the play

THE ABORIGINE COMMENTS





Judy Wyley



VIII. EVALUATE THE DECISION AND PROCESS

ACTIVITY 28

TOPIC: Reflecting on the Unit

INTENT: That students will assess the process of culture study that they have used.

TIME: 40 minutes

INSTITUTIONAL a) Aborigines

MATERIALS: b) Student notebooks
c) Diorama or mural
d) Role cards, SR1

SUGGESTED PROCEDURE:

1. Elicit from students that the prime purpose of the unit has been to help them develop increased sensitivities and skills for inquiring into non-industrial groups of people in the modern world. To assess the success of the unit to this end, work with the total class to compile responses to questions like the following:
 1. How did each type of learning resource (text, diorama, role cards, notebooks) attempt to accomplish this objective?
 2. What were the pro's and con's of each specific type of learning resource in helping accomplish this objective?
 3. How satisfactory was the content of the unit (Aborigines of Australia) in helping accomplish this objective?
 4. Can you identify any ways in which your frame of reference has changed, as a result of this inquiry? If so, how? If not, why?
 5. Can you suggest, after studying this unit, any rules that could be applied to make our world a better place for all people to live in?
 6. Are you now, as a result of this social studies unit, interested in learning more about any of the following ten topics? If so, which ones?

- native people of Canada before Europeans arrived
- Indian and Metis people today
- aboriginal people in another part of the world (not Australia or Canada)
- the work of an anthropologist
- the work of a missionary
- helping people (e.g., in school) treat each other in a fair and respectful way, regardless of differences like age, sex, skin color, or whatever
- a famous native Canadian e.g., Crowfoot
- the oil pipeline to be built in Canada's north.

(NOTE: Opportunities for combining a quarter time activity with a specific application from the unit might grow out of this.)

7. Are you looking forward to the next unit in social studies (which is about cultures in Canada) and using your new knowledge and skills to help plan it?

EVALUATION:

Did the
student see
the value of assessing the
various aspects of
inquiry in this
unit?

Summary

<p>Recall of Purpose</p>	<p>Assessing extent to which activities accomplished the overall purpose.</p>
--------------------------	---



APPENDICES

23-333333A

APPENDIX 1

EVALUATION MASTER CHECKLIST

Satisfactory Completion of Assignments etc.

ACTIVITIES 1 -28

[illegible]

APPENDIX 2

Index of Evaluation Checklist Items

Activity 1	Could the student define the term "frame of reference"?
Activity 2	Did the student participate satisfactorily in the role play activity?
Activity 3	Are the role card responses recorded in the students' notebooks according to teachers expectations?
Activity 4	Does the student demonstrate a satisfactory understanding of the cultural patterns discussed in this activity?
Activity 5	Was the title page satisfactorily completed?
Activity 6	Is the student handout map being completed properly?
Activity 7	Did the students finish the paragraph on the environment of the Aborigines?
Activity 8	How did the student handle the calendar assignment?
Activity 9	Is the student taking an active part in the construction of the diorama or mural?
Activity 10	Does the student work on the handout "How Does He Use His Environment", SR5 meet requirements?
Activity 11	Is the student working satisfactorily on the cataloguing activity (flora and fauna of Australia)?
Activity 12	Did the student participate in the data gathering activity on the diorama as expected?
Activity 13	Did the student finish the Churinga and accompanying paragraph work? Has the student developed an understanding of animism?
Activity 14	Did the student demonstrate some understanding of the contrast between the Aborigines' kinship pattern to that of their own family structure?

Activity 15	Did the student complete the palm leaf basket?
Activity 16	Does the student demonstrate an understanding of the varied Aborigine art form?
Activity 17	Did the student satisfactorily complete and construct a boomerang?
Activity 18	Did the student record as expected the information about Aborigine roles?
Activity 19	Did the student satisfactorily complete the diorama or mural as a data gathering instrument?
Activity 20	Have the notes on "Reasons for the Change in Aborigine Lifestyles" been completed?
Activity 21	Has the student participated in the materials-analysis activity?
Activity 22	Was the student able to use the diorama as a data gathering instrument for the interpretation of facts used in this lesson?
Activity 23	How well did the student complete the prediction exercise?
Activity 24	Did the student complete the various stages of prediction and checking?
Activity 25	Did the student complete the diagram of policy alternatives?
Activity 26	Did the student participate satisfactorily in "reaction" activities?
Activity 27	Did the groups participate in the role exchange play?
Activity 28	Did the student see the value of assessing the various aspects of inquiry in this unit?

APPENDIX 3

SAMPLE FINAL TEST - 7B Unit

The questions that follow address all three areas of prescribed curriculum objectives with the exception of participation skills. The total is 100 marks.

A. "Matching" Question: (20 marks)

Instructions: Place the number of the appropriate "cultural pattern" beside the activity that best represents it.

- | | | |
|---------------------------|-------|---|
| 1. Economy | _____ | building a fire, using tools and materials |
| 2. Technology | _____ | ceremony to mark entry into adulthood |
| 3. Religion | _____ | the organization of a group of people, according to laws and customs |
| 4. Education | _____ | the daily gathering of food and other requirements to meet basic needs |
| 5. Art | _____ | the belonging to different "moieties" |
| 6. Initiation | _____ | believing that all of nature contains the spirits of Ancestors |
| 7. Recreation | _____ | arrangement between families whereby a young man and woman begin camping together |
| 8. Courtship and Marriage | _____ | the throwing of a boomerang that returns |
| 9. Kinship | _____ | a child following its mother around as she performs daily activities |
| 10. Politics | _____ | the painting of stories on bark |

B. "Definition" Question: (20 marks)

Instructions: Define the following using complete sentences.

1. Aborigine: _____

2. Frame of Reference: _____

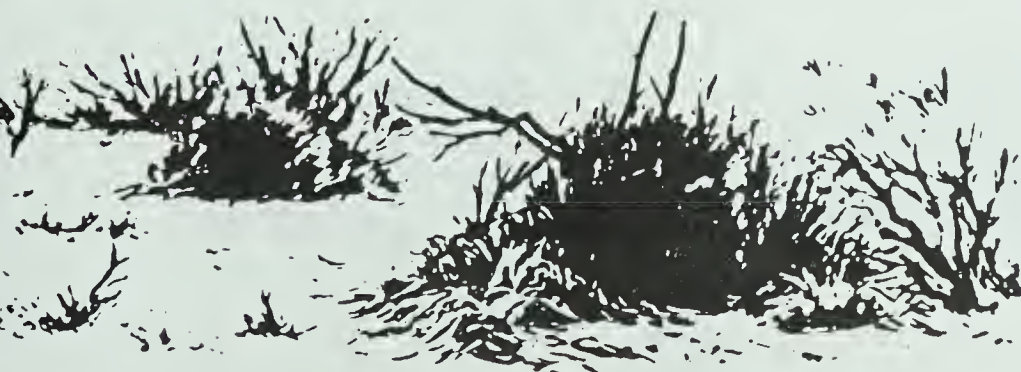
3. Culture: _____

4. Ethnocentrism: _____

5. Empathy: _____

C. "Interpreting the Environment" Question (5 marks)

Describe in a couple of sentences why Aborigines in certain parts of Australia would have built one of these forms of shelter.



D. "Naming Values" Question (6 marks)

Circle 3 of the following values that the Aborigine seemed to practice.

1. Learning new ways to do things, and changing constantly
2. Respect for nature
3. Acquiring wealth
4. Patience
5. Concern for the future
6. Respect for the past

E. "Viewpoints" Question (8 marks)

Select two of the following and describe in a paragraph the reasons that each would have for contacting the Aborigines.

1. Resource Developer
2. Missionary
3. Anthropologist
4. Politician

F. "Famous People" Question (6 marks)

Name two native people, one from Australia and one from Canada, who have become famous in the modern world. For what is each famous?

G. "Geography" Question (15 marks)

Locate three vegetation zones on a blank map of Australia.

Namely - Forest and Rain forest
- Grassland
- Desert

Name five other places (e.g. cities, states, regions, oceans)



H. "Thinking About Your Values" Question (20 marks)

You are a Government consultant who has been sent to try to establish contact with a group of native people that has had almost no contact with the modern world. Your assignment is to try to learn more about their way of life.

List four (4) skills that it would be useful to have to be sure that you get to understand what is really important to these people.

1. _____
2. _____
3. _____
4. _____

If the group does not want to meet you, what would you do? Explain your answer. Try to apply your knowledge and feelings from studying the Australian Aborigines.

NOTE TO TEACHERS: What you might look for in answers to this value question is whether students (a) demonstrate respect for the native people and their culture (b) present arguments that are logical and (c) use factual information as evidence of their positions.

Aborigines demand more than offered

From Douglas Aiton
Melbourne, March 26

Nearly 200 years after the arrival of Europeans in Australia, the Government is ready to negotiate with the Aborigines a formal agreement covering land rights and other outstanding issues.

The Government has agreed to "acknowledge" that Australia was occupied first by Aborigines. But Aborigines are still demanding to be recognized as the original owners of the land.

Senator Peter Baume, the

Minister for Aboriginal Affairs, said yesterday that the Government was willing to pursue the concept of a *makarrata*, an Aboriginal word meaning the resumption of normal relationships after a period of disagreement. State governments have also agreed to discuss the proposal with the National Aboriginal Council.

The council has consulted Aboriginal communities at length about a *makarrata*, and is trying to win a set amount of federal funding based on the size of the Aboriginal popula-

tion compared with the total Australian population; seats in Parliament reserved for Aborigines; positive discrimination in favour of Aborigines seeking Government employment, and teaching of Aboriginal culture in schools.

It is also seeking the freehold title of all land now occupied by Aborigines, protection of sacred sites and compensation for losses of land.

The Government, however, has ruled out the first three of these proposals.

Inquiry will try to do justice to Aboriginal laws

From Our Correspondent
Melbourne, March 16

The Australian Law Reform Commission begins this week an inquiry into reconciling traditional Aboriginal law and Australian law.

The commission will inquire into the extent to which Australian law should accommodate Aboriginal law and the extent to which Aboriginal communities should be able to apply traditional law and punishments.

The commission will examine such questions as whether traditional punishments such as killing and spearing, should be allowed; whether arranged marriages between young girls and older men should be permitted.

The commission also wants to hear from Aborigines on aspects of tribal law which should be recognized by Australian law. Mr Bruce DeBelle, who is in charge of the inquiry said yesterday that an important question was how Aboriginal communities could maintain law and order themselves.

The Times, March 17, 1981

The Times, March 27, 1981

EVALUATION

NOTE TO TEACHERS:

The attached evaluation questionnaires will help assess the worth of the teaching units in achieving the goals of the 1981 Alberta Social Studies Curriculum.

Teachers are requested to send the completed questionnaire to the Social Studies Consultant at the Regional Office of Alberta Education in their area.

Regional Offices are located at:

Grande Prairie Regional Office
Alberta Education
10014 - 99 Street
GRANDE PRAIRIE, Alberta
T8V 3N4

Red Deer Regional Office
Alberta Education
4th Floor, Royal Trust Building
4814 Ross Street
RED DEER, Alberta
T4N 1X4

Edmonton Regional Office
Alberta Education
10053 - 111 Street
EDMONTON, Alberta

Lethbridge Regional Office
Alberta Education
Provincial Building
200 - 5 Avenue, South
LETHBRIDGE, Alberta
T1J 4C7

Calgary Regional Office
Alberta Education
615 MacLeod Trail, S.E.
CALGARY, Alberta
T2G 4T8

TEACHING UNIT EVALUATION BY TEACHERS

Part I: Identification Data

Title of Teaching Unit _____

Date of Evaluation _____

Part II: Overall Evaluation of the Teaching Unit

A. Format, Process

For items 1-6, please rate the unit in terms of the following aspects, by circling the appropriate number on the right.

- | | (Poor) | 1 | 2 | 3 | 4 | 5 | (Excellent) |
|---|--------|---|---|---|---|---|-------------|
| 1. Appropriateness of teaching unit to level and ability of students. | | 1 | 2 | 3 | 4 | 5 | |
| 2. Adequacy of the treatment of subject matter. | | 1 | 2 | 3 | 4 | 5 | |
| 3. Integration of prescribed resources with print materials. | | 1 | 2 | 3 | 4 | 5 | |
| 4. Variety of teaching/learning activities. | | 1 | 2 | 3 | 4 | 5 | |
| 5. Clarity and suitability of objectives. | | 1 | 2 | 3 | 4 | 5 | |
| 6. Overall evaluation of unit (materials, format and process). | | 1 | 2 | 3 | 4 | 5 | |

B. Relationship to Curriculum

Please state your view of the points in items 7-10 by circling the appropriate number on the right.

- | | (very little) | 1 | 2 | 3 | 4 | 5 | (a great deal) |
|---|---------------|---|---|---|---|---|----------------|
| 7. Degree to which a "balance of viewpoints" was presented in the unit. | | 1 | 2 | 3 | 4 | 5 | |
| 8. Extent to which the unit has helped to develop inquiry and participation skills in students. | | 1 | 2 | 3 | 4 | 5 | |

9. Extent to which the unit "process of inquiry" (awareness, focus on issue, research, decision, action) provided for a meaningful examination of a social issue.

1 2 3 4 5

10. Extent to which your view towards an inquiry approach has been made more positive (through using this unit).

1 2 3 4 5

C. Written Comments

Please use this section to comment in detail on any points raised in the survey. We would be especially interested in knowing if the unit enabled you to teach the Alberta Social Studies Curriculum more effectively. If you encountered any problems with the unit, we would also appreciate your comments.

TEACHING UNIT EVALUATION BY STUDENTS

- A. Instructions: For each of the following, circle the response which best represents your view.

Example:

My view of football	(dislike it very much)	1 2 3 4 5	(like it very much)
---------------------	---------------------------	-----------	------------------------

If you liked it very much, you would circle 5.

If you disliked it very much, you would circle 1.

If you disliked it somewhat more than you liked it, you would circle 2.

- | | | | |
|--|-------------------------|-----------|-----------------------|
| 1. I would say that this unit was: | (hard) | 1 2 3 4 5 | (easy) |
| 2. This unit was: | (very boring) | 1 2 3 4 5 | (very interesting) |
| 3. This unit: | (did not make me think) | 1 2 3 4 5 | (made me think a lot) |
| 4. This unit was: | (too short) | 1 2 3 4 5 | (too long) |
| 5. In this unit there was: | (not enough discussion) | 1 2 3 4 5 | (too much discussion) |
| 6. In this unit there was: | (not enough reading) | 1 2 3 4 5 | (too much reading) |
| 7. In this unit there was: | (not enough group work) | 1 2 3 4 5 | (too much group work) |
| 8. In this unit I had: | (not enough decisions) | 1 2 3 4 5 | (too many decisions) |
| 9. In this unit I learned: | (very little) | 1 2 3 4 5 | (a great deal) |
| 10. The prescribed resources for this unit were: | (poor) | 1 2 3 4 5 | (excellent) |
| 11. The written materials on this unit were: | (poor) | 1 2 3 4 5 | (excellent) |
| 12. We went through this unit: | (too slowly) | 1 2 3 4 5 | (too quickly) |

- | | | | |
|---------------------------------------|---------------------------------|-----------|------------------------------------|
| 13. This unit had: | (no variety) | 1 2 3 4 5 | (much variety) |
| 14. This unit made me: | (want to forget the topic) | 1 2 3 4 5 | (want to learn much more about it) |
| 15. Looking back, I would say that I: | (did not enjoy the unit at all) | 1 2 3 4 5 | (enjoyed it a great deal) |

B. Please write your views on the following three items in the space provided.

1. What I liked most about this unit was:

2. What I liked least about this unit was:

3. The changes, I would make in this unit are:



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GR-7 TOP-8 C-3
SOCIAL STUDIES TEACHING UNIT
PROJECT GR 07-09 /
M2 39583307 CURR



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DATE DUE SLIP

OCT 03 RETURN

DUE FEB 09 '88
EDUC

FEB 02 RETURN

DUE NOV 06 '89
EDUC

OCT 26 RETURN

DUE NOV 16 '89
EDUC

NOV 14 RETURN

~~NOV 14~~

NOV 23 RETURN

DUE OCT 20 '92
EDUC

1992 OCT 13 RETURN

DUE NOV 07 '95
EDUC

RETURN NOV 07 '95

RETURN OCT 24 '90

